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## LETTER to the editor

Editor, Scholastic Coach

Dear Sir: In the article about Charley Paddock's book in the April issue of Scholastic Coach there was a table showing how our English measurements compare with their metric equivalents. I do not see how the published figures were determined. The U. S. Bureau of Standards says that the meter equals 39.37 inches (exactly). Using this as a standard the table would read:

Former Standard Distance	Metric Distance	Linear Equivalent
100 yds.	100 m.	109 yds. 1 ft. 1 in.
200 yds.	200 m.	218 yds. 2 ft. 2 in.
300 yds.	300 m.	328 yds. 0 ft. 3 in.
440 yds.	400 m.	437 yds. 1 ft. 4 in.
880 yds.	800 m.	874 yds. 2 ft. 8 in.
1 Mile	1,500 m.	1,640 yds. 1 ft. 3 in.
2 Miles	3,000 m.	1 mi. 1,520 yds. 2 ft. 6 in.
5 Miles	10,000 m.	6 mi. 376 yds. 4 in.

I have seen three other tables in newspapers and none of them agree. It seems as though the A.A.U. had better send out the official figures.

All our coaches are very much pleased with Scholastic Coach. You are supplying something which had been lacking in high school athletics.

Now that the high schools and colleges are dictating their own terms in the preparation of the basketball rules, I would like to see you press the point home to the schools that there should be a uniform interpretation of these rules. Also, the high schools should be recognized in football rules-making, and given the right to help make the rules.

Very truly yours,

HOWARD E. BEATTY

Saginaw High School  
Saginaw, Mich.

The Official A.A.U. Athletic Almanac for 1933 gives the following table of metric distances interpreted into the English-American equivalents—Editor.

Meters	Yds.	Ft.	In.
50	54	2	3/4
100	109	1	1
110	120	0	10 3/4
200	218	2	2
300	328	0	3 1/4
400	437	1	4 3/8
500	546	2	5
600	656	0	6
800	874	2	8 3/4
1,000	1,093	1	10 3/4
1,200	1,312	1	12 1/2
1,500	1,640	1	14 3/4
2,000	2,187	0	19 3/4
3,000	3,280	2	28 3/4
4,000	4,374	1	37 3/4
5,000	5,468	0	47 1/2
10,000	10,936	1	95

Marathon (42 kilometers 195 meters) 26 miles 385 yards.

SCHOLASTIC COACH, issued monthly nine times during the school year in the interest of health, athletics, physical education and recreation in secondary schools. Published by Scholastic Corporation, M. R. Robinson, president. Publishers of Scholastic, national high school classroom magazine.

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Address all editorial and advertising communications to Scholastic Coach, 155 East 44th Street, New York, N. Y.

G. Herbert McCracken, publisher and advertising director; S. Z. Oppenheim, advertising manager. Western advertising representative: Ewing Hutchison, 35 East Wacker Drive, Chicago; Jack Lippert, editor.

Correspondence concerning circulation and subscriptions should be sent to Circulation Dept., Scholastic Coach, Wabash Building, Pittsburgh, Penna. Circulation audited by CCA.

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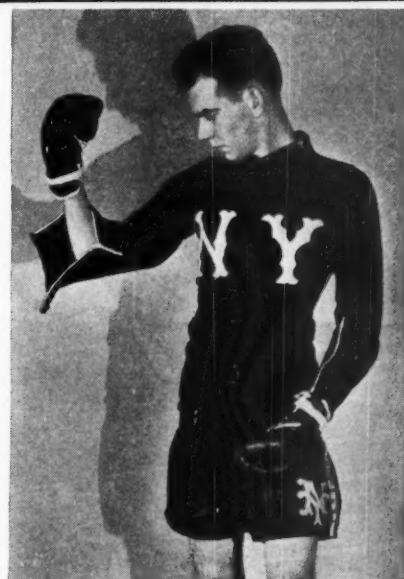
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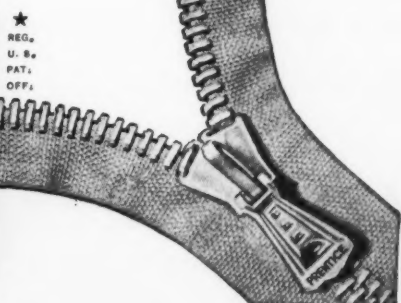
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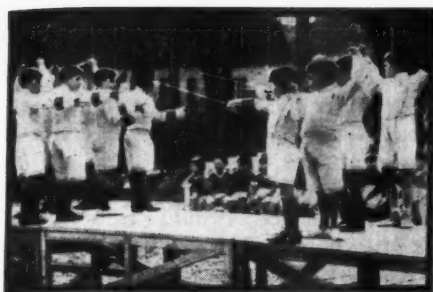
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T H E C H O I C E O F C H A M P I O N S



MAY 1933  
Vol. 2 No. 9

# SCHOLASTIC COACH

FOR THE COACHING AND PHYSICAL EDUCATION DEPARTMENTS

**S**EVEN years ago the Joint Basketball Rules Committee passed a rule so severe in its effect on one of the natural features of the game that its passage brought about the birth of the National Association of Basketball Coaches. The rule was one that restricted the dribble to one bounce, but it never reached the rule book because of the lusty objection of a group of college coaches who proceeded to organize themselves as guardians of the game from just such attacks as this.

The Association has since become more than guardian; it has become guide, friend and philosopher, and has become it very well.

Last year, at its meeting in Chicago, the Association made a notable contribution to the game by recommending to the Joint Rules Committee the ten-second and three-second rules.

Last month in New York the Association reviewed with pride the fine effects of these two rules, heard testimony establishing certain weaknesses in their superstructure, and passed several resolutions which the newly disjoined Joint Committee acted upon favorably.

Like the American Football Coaches Association, the National Association of Basketball Coaches has no actual representation on the rules committee, but its influence with the committee is tremendous. It happens, also, that certain leaders among the coaches are also members of the rules committees, notably, Dr. Walter E. Meanwell of Wisconsin and Dr. F. C. Allen of Kansas, both authors of books (Meanwell's *Science of Basketball* and Allen's *My Basketball Bible*), inventors of systems, coaches of many a titled team.

As the April issue of *Scholastic Coach* was going to press last month, an announcement came from the N.C.A.A. to the effect that the old Joint Basketball Rules Committee had been dissolved because two of the member organizations, the A.A.U. and the Y.M.C.A., had refused to accept the new deal for basketball handed out by L. W. St. John of Ohio State University, Dr. Meanwell and other

N.C.A.A. basketball barons. These men of the N.C.A.A. thought the time had come when basketball should be controlled by the groups that play the most games—the colleges and the high schools, with the latter playing four times as many as the former.

Consequently, the N.C.A.A. suggested to the Y.M.C.A. and the A.A.U. that they accept a plan whereby the Y.M.C.A. and A.A.U. membership on the committee would be appreciably reduced, while the N.C.A.A. quota remained about the same and four representatives of the National Federation of State High School Athletic Associations came in.

## ... the new deal in basketball; rules and committee changes ...

### THE POWERS THAT WERE

**T**HE A.A.U. and the Y.M.C.A., the latter the birthplace of basketball (Dr. James A. Naismith, attending physician, at Springfield Y.M.C.A. College, Springfield, Mass., 1891), were not inclined to accept this smaller representation, and so it was announced that the N.C.A.A. and the High School Federation would go ahead, willy nilly. For a while it looked as though we would again have two national governing bodies for basketball with perhaps two national rule books, but with the realization by the A.A.U. and the Y.M.C.A. that perhaps their book would not have many readers, the secession ended, and these two organizations came back in under the new deal.

As finally constituted, the new Rules Committee consists of eight N.C.A.A. district representatives; four National High School Federation; two Y.M.C.A.; two A.A.U.; one Canadian Amateur Basketball Association; Mr. Oswald Tower, the veteran editor and rules interpreter; and Mr. St. John, chairman over all. The Chartered Board of Officials, formerly with two representatives, is no longer represented.

The new basketball Rules Commit-

tee was no sooner integrated than it went to work on the code for 1933-34. Meeting in New York in the same hotel patronized by the Coaches' Association, the Rules Committee, the day after the conclusion of the Coaches' two-day session, incorporated in the new code the several changes recommended by the Coaches, and some others besides. The important changes are:

**TEN-SECOND RULE:** This rule is now mandatory on all courts, regardless of length. On courts seventy-five feet or more in length the center line will continue to serve as the line of demarcation. On courts less than seventy-five feet two lines are to be drawn, forty feet from each end, thus making each frontcourt forty feet long. On courts so short that these forty-foot lines would be brought inside the free-throw lines, the free-throw lines are to be extended to meet the sidelines, and are to serve as the lines of demarcation.

### THREE-SECOND RULE:

The three-second rule which had applied only to a pivot man (a player on offense in possession of the ball in the free-throw lane with his back to the basket) is now to apply to any player receiving the ball in the lane, regardless of his position or stance in the lane.

**SUBSTITUTION RULE:** A player may now re-enter the game twice, instead of once.

**TWO LESS CENTER JUMPS:** When games are played in quarters, the second and fourth quarters are not to start with a jump ball at center, but will start from out of bounds nearest the point where play ceased and with the ball in possession of the team last controlling it. In event that it was a held ball when the period expired, play is to be resumed with a held ball.

**OUT OF BOUNDS—**On out of bounds plays, in a team's offensive half of the court, an official must handle the ball before it is passed into play.

**BACK PASSES—**Only the first player who touches the ball in his frontcourt may pass the ball back over the center line into his backcourt.

**BALL ON BASKET—**A ball teetering on the rim of the basket may be touched provided neither the basket rim nor net cords are touched.

**RUNNING WITH THE BALL—**Owing to the vagueness of the old "traveling" or "running" rule, with its "due allowance" clause for a player who received the ball while running, it was decided to state more definitely just what



a player in possession of the ball may do, regardless of his movement at the time he comes into possession of the ball. The change in this rule may be summed up as follows:

- Under the new rule the degree of speed of the player has nothing to do with the steps allowed.
- The question as to whether the player stops or gets rid of the ball as soon as possible is eliminated.
- The length of the step has nothing to do with the legality.
- The kip or hitch kick movement is not involved in the legality.
- The front foot pivot is legal under certain definite conditions which are specified in the rule.
- The matter of the time the 1-2 count is to start is made clear.

Official comment by the Rules Committee, to appear throughout the code, deplores the growing practice of booing and hissing among the spectators; also deplores the histrionics of those players who, by their actions (looks of surprise, groans, etc.) make it appear that they have been fouled; will clear up the responsibility for fouling the so-called pivot player and will eliminate the one-yard-removed condition that had been imposed, by recommendations, on the defensive player guarding the pivot man.

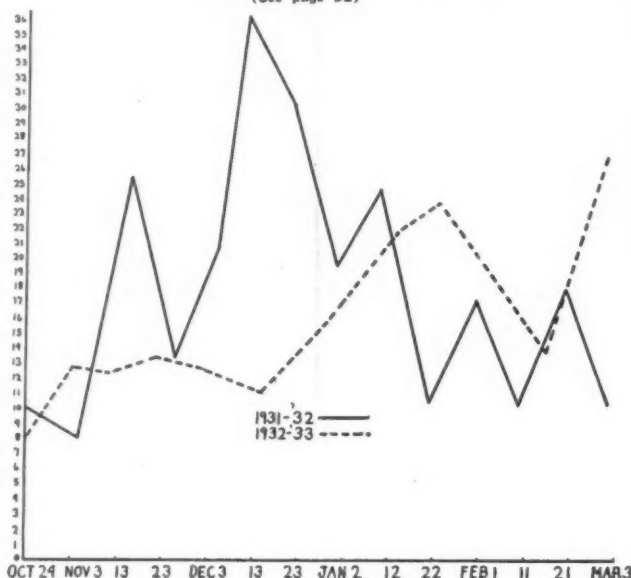
**M**OST persons familiar with basketballs who have handled some used by high schools in recent seasons, have noticed how much smaller the balls have become. Those interested enough took tape measures and found that the majority of balls used in secondary school games were not official—they were less than 30 inches in diameter. Asked for an explanation, manufacturers catering to the high school trade stated that the smaller ball was preferred by most school coaches; and even by many college coaches.

This condition gave the new Rules Committee pause for thought, but in order not to place manufacturers in the position of having a stock of basketballs on their hands that they could not sell, the Committee deferred action on this proposed change. The present rule still reads: "The ball . . . shall be not less than 30 nor more than 31 inches in circumference . . ." The rule for the season after next will probably reduce

both these limitations by one-half inch.

The Coaches, at their meeting, heard many an argument favoring rules changes which the coaches as a group were unwilling to recommend to the Rules Committee. There was the usual plea for elimination of the center jump; for outlawing zone defenses by some means or other; for prohibiting stationary men on players on offense, in the area directly beneath the basket, from shooting; for elimi-

THIS PLAYER WENT TO THE JUNIOR PROM  
(See page 31)



nating free-throwing by adding half-points (or removing them) from the score when a foul occurs (as in pony and bicycle polo).

Even such suggestions as making the baskets larger, placing more of them (perhaps along the side) for a team to shoot at, were not ridiculed. The Coaches referred some of these matters to their research committee for study and experiment.

#### MARQUETTE'S PEAKS

**H**IGH lights of the Coaches meeting were Dr. H. C. Carlson's (University of Pittsburgh) demonstration of the outlandish pawing and pushing by defensive players guarding pivot men tolerated in Eastern college games, especially New

York; the exhibition of motion pictures by H. V. Porter of the National Federation of State High School Athletic Associations, showing situations involving fine points in the interpretation of the rules, on which the coaches themselves could rarely agree; and the address by W. S. Chandler, basketball coach of Marquette University in Milwaukee, during which he showed, by means of graphs (see two of them on this page) how his team and individual players were brought to the peak of their ability at the desired time.

The major value of Mr. Chandler's study is that it goes to establish the point that the greatest efficiency is obtained from basketball teams by regulating the practise of individual members as they seem to show the need of it on their charts (graphs). Excerpts from Mr. Chandler's address:

"I have used as a basis for this study the free throw, because it is the only accurate unit of measurement we have in basketball. The method I have used is this: I have followed the team's performance for the past two years and during each practise have made a record of the free throws made and missed in the formal, scheduled free-throwing. Each

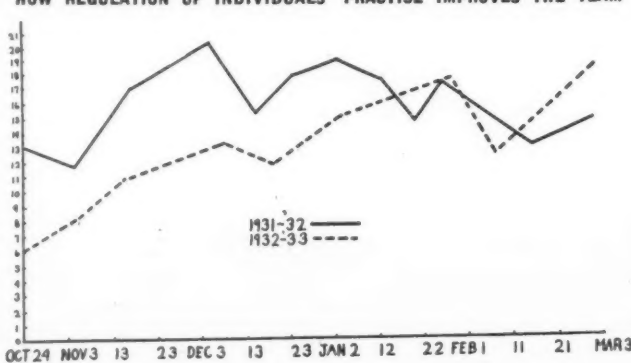
player shoots free throws until he misses five. This is done at every practise, and provides a continuous record for study. One day a player makes 18 and misses 5; the next day he might go up to 21 before missing five; or down to 8. I have taken those records and graphed them and by studying the graphs have learned many interesting things.

"The peak of the season, I think, can be determined by the free throw. When a player is shooting his best free throws, his physical and mental condition are usually good. I have found that there is a close correlation between a player's free-throwing record (as recorded on his graph) and his actual-game all-around performance.

"I have found that the peak of the season varies in individuals. The main purpose, when we study the individual peaks, is to try to get the peaks of the season close together; that is, the peak of the season of one player should come at the same time as the peak of the others; and to bring the team efficiency gradually to its peak near the end of the season."

Mr. Chandler drew on the blackboard the graph of one of his players, a type mentally alert (an A student) who learns quickly. During the 1931-32 season he slumped badly (Concluded on page 31)

HOW REGULATION OF INDIVIDUALS' PRACTISE IMPROVES THE TEAM



## Comment by Olympians

HERE is no better way of stimulating interest in track and field, or any other sport, and of encouraging boys to take up and develop themselves in some special form of athletics, than to have the various skills discussed and demonstrated by those who are exceptionally good performers. The Wingate Memorial Foundation, appreciating this fact, has succeeded in familiarizing thousands of New York high school students with the fundamentals and fine points of various sports, by having champions, record-holders and other first-class athletes, lecture on and demonstrate their specialties in some centrally located meeting place.

Thus, not only are ambitious athletes afforded the opportunity of seeing and hearing the especially gifted tell how it is done, but a more intelligent spectator interest is developed. Also, votaries of one sport who are given to belittling the merits of any sport other than their own become educated to a finer appreciation of other sports. High school coaches and principals with a desire to improve spectatorship have used the Wingate method with success, arranging for lectures and demonstrations at school assemblies, and frequently taking advantage of the method for enlightening the townspeople in, commonly, basketball and football techniques and rules. Baseball, the most typically American game, now suffering from neglect in schools, has been given a new lease on life in hundreds of high schools through such lectures as George Moriarty, big-league player, manager, umpire, has given at the invitation of high school principals throughout the East and Middle-west.

The most enterprising demonstration that the Wingate Foundation has ever undertaken was given recently in the auditorium of Stuyvesant High School before as many boys and girls as could crowd into the place. Director Dana Caulkins had the platform crowded with athletic celebrities, among them Lawson Robertson, coach of the U. S. Olympic track and field team of the University of Pennsylvania; Leo Sexton, Olympic shot-put champion; George Spitz, U. S. Olympic high jumper; Eddie Egan, world's outstanding amateur boxer and author of *Fighting for Fun*.

Gems from the comment of some of these notables:

**Lawson Robertson:** "The starting style that I recommend for sprinters calls for the left foot, the one that is

"THE MOST GRACEFUL HIGH JUMPER IN THE WORLD"

forward, from six to eight inches behind the hands, and the right foot far enough back of the left so that the knee of the right is about even with the left shin bone. Some of our great sprinters, notably Eddie Tolan and George Simpson, use the short hole method; that is, with the feet closer together, but I pointed out to them in California the fact that the runners who were beating them off the mark were using the longer distance between the holes . . . In getting set, lean forward at the command, with the weight on the hands and front foot, with the eyes fixed on a point only about six feet ahead. The majority of sprinters make the mistake of looking about twenty feet ahead, but I do not recommend this . . . All running, as all walking, is a succession of falls forward . . . The arm action should slightly precede the leg action . . . Great sprinters are full of nervous energy. If they do not have it they cannot be champions . . . In crossing the finish line the only extra motion one ought to make is a turn of the shoulder, thrusting it forward as the tape is reached. Raising the hands at the tape is unnecessary and wrong . . . The new rule in starting, which has recently been adopted, does not permit of any penalty for the first two false starts. The third false start disqualifies the runner."

At this point in the program Mr. Robertson, concluding his remarks on sprinting, introduced George Spitz,



the high jumper, and Mr. Von Elling, his coach. Following the demonstration by Spitz (see photograph above and comment by Spitz on next page) Mr. Robertson said:

"You have just seen the most graceful high jumper in the world, and I believe that you will grant that I should be in a position to know. It is especially happy to find someone who jumps as high as George Spitz does in the form he uses.\*

"The success of any mechanical movement depends on accomplishing the same with the least effort, and of course in jumping, the closer you keep your body to the bar the less you have to raise the body, and therefore the less effort you have to put forth, and that was the reason why the so-called Western roll came into practice, and the records which were held under the Western roll came very largely because when a Western roll jumper went over the bar he put his shoulder against it and pressed the crossbar against the uprights, so it would not fall off. Now, under the new rules in high jumping, standards of this type are not used. The crossbar of the new standard falls off both ways, so no longer can a jumper hold the bar on with his shoulders.

"Putting the shot requires more coordination than any other field event.

\*Spitz demonstrated the Western roll as well as his own record-height scissors style. For the new type of jumping standard Lawson Robertson states that the Western roll is no longer so efficacious.





THE OLYMPIC COACH IN A SUCCESSION OF FALLS

It is the hardest event to teach. Leo Sexton, like most good shot-putters, holds the shot up on his fingers . . . The initial impetus in the act of putting the shot comes from the hop across the ring, putting him in a position with the weight on his bent right leg (right-handed putter). It is from this rear leg that the first part of the drive comes. [See following remarks by Sexton on leg drive] . . . The final push comes from the arm and fingers. We teach beginners to hold out the non-throwing arm, in front, at an angle of 45 degrees, which is the angle at which the ball should be shot out."

Leo Sexton: "I want to explain a point about shot-putting that is, perhaps, the least understood of any particular thing in the mechanics of this event. It is a common belief that the shot is put from the rear, the right, foot. Such is not the case, and slow-motion pictures show that it is not. Actually, the shot is put from the forward (left) foot, and the last drive is given while the left foot is on the ground. [See photograph of Mr. Sexton on this page.]

"The usual mistake a youngster will make in learning to shot put is to pick up a shot, jump and then try to throw it as he jumps, which is wrong, because without both feet on the ground you cannot get any drive. The best practice and exercise is to come up slowly to a standing position, go down on the right leg, and then shoot the weight to the left leg and put the ball. If you practice that way, putting all the weight on the left foot, it will do more than anything else to increase your distance."

George Spitz, who will be twenty-one years old in June, was a sophomore at Flushing High School, Long Island, in May, 1928, when he first emerged from the novice ranks with a

jump of 5 feet, 8 inches. A month later he jumped six feet to win the Public Schools Athletic League championship of New York. Today Spitz holds the world's indoor record—6 feet, 8½ inches—which is ¼-inch higher than the world's outdoor record (Harold Osborn, 1924).

"In my style," Spitz said, "there is much less chance of hitting the bar with the posterior than there is in the Western roll. I approach the bar from in front, and take off on the right foot. The lead-up or kick leg (left leg) is not quite straightened out as I take off, but the momentum for straightening it is there. There is a double upward kick in the lead-up leg—two kicks in one rise—one from the knee down and the other involving the whole leg from the thigh joint all the way down. The lead-up leg straightens out and the jumping leg is on its way up, and in this leg there also is a double kick. The second kick of the right (jumping) leg is an important one. I believe that it gives me a four-inch rise that I would not get otherwise. It gives me a four-inch rise that I cannot get otherwise."

Eddie Eagan: "I feel very much like Jack Dempsey felt when he was called upon in England to make a speech. Lord Northcliffe gave him a banquet and all the English orators got up and extolled the champion and the manly art of self-defense. They then called on Dempsey to make a speech. He said, 'Well, gentlemen, I can't make a speech, but I'll fight anybody here.' So tonight I am not going to make much of a speech, but I'd like to tell you fellows the basic principles of boxing.

"There are really only four punches in boxing. If you go to a boxing instructor, he might tell you that there are about a hundred but there are really only four.

"First I want to tell you how to stand. You should stand with your left foot forward and on the ball of the right foot so you can twist your hips quickly and put your weight back of the punch, because, just as you saw in shot-putting the way they transfer the weight, so it is in punching. You jab with a straight left—

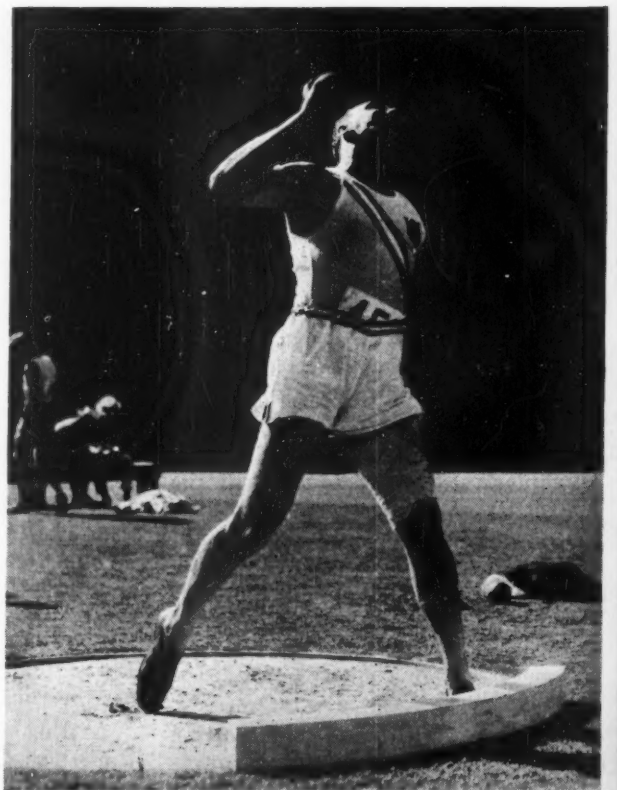
punch number one. You do it just as though you were reaching for a book in the bookcase—just like that! You must be very relaxed. A lot of fellows get all bound up—they are strong but they cannot let it go. Learn to jab quick as a flash.

"Now, with the same hand is punch number two, and that is Jack Dempsey's favorite punch and the one he knocked most of his opponents out with—the left hook, brought from underneath, with relaxed shoulder. As a matter of fact, this is a good point if you want to learn how to box—get a good, fast foxtrot or two-step on the radio. In order to get the rhythm of his body, Jack Dempsey would get a fast tune and get his whole body moving in unison. Now, to hook, you sort of drop that shoulder, and then whip it over—either over or under, but it's the same punch. There are your two main punches with the left—a straight left, and a left hook, under or over.

"Next, and here's where the dynamite comes in, a right cross. You shoot the right, usually keeping your left hand pasted on your cheek while fighting, because that is the way you must watch the point of the jaw. You move around and when you lead with your left, then comes the heavy artillery and you cross. When you cross you shift the hips. It is speed that counts in boxing, not heavy punching. The right cross is the third blow. The fourth is the right uppercut. Some-

(Concluded on page 29)

LEO SEXTON: "THE LEAST UNDERSTOOD POINT"





# TED SHAWN AT SPRINGFIELD

The attention of Springfield College\* was intimately called to the merits of Mr. Ted Shawn† as an exponent and interpreter of the dance by an exhibition given by Mr. Shawn and his company in Florida last year. President L. L. Doggett attended this performance, and was so impressed with its significance that he at once entered into negotiations which resulted in having Mr. Shawn give a course at Springfield during the winter months.

The faculty at Springfield College viewed with great interest this experiment, feeling that the dance, particularly for men, had a larger place in a well rounded physical education program than it had hitherto received, due in a large measure to the fact that boys and young men held more or less of a prejudice against the dance, based on the assumption that it is rather effeminate and consequently should be left mainly to women.

Something of this attitude was evident in the minds of the students at Springfield, particularly of the freshman group, but the upper classmen who were capable of taking a more comprehensive view of physical education, entered more enthusiastically into the experiment. The elective course in the practice of the dance enrolled a large number of juniors and seniors, who became decidedly enthusiastic over the new values which Mr. Shawn has revealed. Another course called the theory of the dance attracted a goodly number of upper classmen, who as a result of the time spent under Mr. Shawn's leadership have greatly enlarged their idea of the usefulness and efficiency of the dance, especially as a medium for the expression of ideas and feelings.

The College is eminently pleased with the outcome of this experiment and hopes that as a result, the men who have had the opportunity of a real insight into dancing, will be enthusiastic in placing this form of activity as an important part in their educational programs.

G. B. AFFLECK.

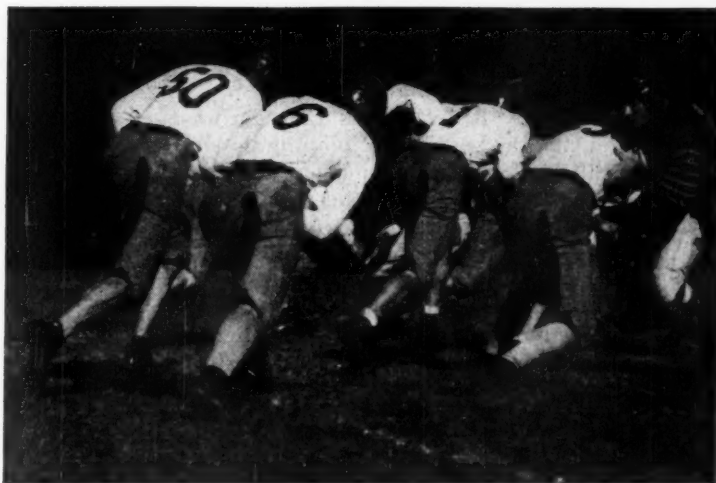
\*The International Young Men's Christian Association College at Springfield, Mass., whose School of Physical Education is famed the world over.

†Ted Shawn began dancing in 1911 in Denver, Colorado; went to Los Angeles in 1912, toured with his own company during the winter of 1913-14 to New York. There in April, 1914, he joined forces with Ruth St. Denis. They were married in August of that year, founded the Denishawn School and with their company of the Denishawn Dancers, toured Asia, England and North America for many brilliant tours. In the springs of 1930 and 1931 Shawn made solo appearances in Germany and Switzerland, and with his own company of ten dancers, has toured in the United States the past two seasons in concert. Shawn has in all this time made a special feature of dancing for men, both in the concert and teaching fields. At concerts with the New York Philharmonic Orchestra, given by Miss St. Denis and Mr. Shawn with a large company, Shawn has always had a group of twelve to twenty men in one or more feature numbers.

*Extracts from Mr. Shawn's address at the College convocation. Courtesy of "The College of Springfield Bulletin."*

THE whole physical education field has for some years recognized the fact that the art of the dance has an important place in any physical education program, but although there have been a number of progressive women who have made important contributions, both in their courses and in their books, to the material offered to girl students, the subject of dancing for men has, up to now, been sadly neglected and it is in Springfield College that this problem is to be worked upon in a serious way for the first time.

Because I have concentrated for many years on the problem of dancing for men in my professional career and in my own school, the faculty of the College has invited me to bring my contribution into



"... and it was to me a dance ..."

the physical education field by way of Springfield College and because I recognize the foremost position of this College and its wide-spread influence, I have considered it an honor to accept.

The words "aesthetic dancing" call to mind ridiculous and nauseating images. There is actually no such thing as aesthetic dancing. It is a term that has been incorrectly applied to an adulterated form of classic ballet. The words "interpretative" and "natural" dancing are loose, indefinite terms which really signify nothing. And this may be said of "free" dancing, "rhythmic" dancing, the "new" dance, the "modern" dance. As a matter of fact there should be no qualifying adjective necessary to dancing any more than to singing or dramatics. The Dance includes all forms of dancing and the basic laws governing the use of the body as an instrument of expression through rhythmic movement will be found to apply equally to every type of dancing existing in the world today. \* \* \* Tap dancing to my mind has no place in the educational program any more than the singing or playing of jazz has a place in a college music

department, or drawing comic strips in the serious study of painting.

Furthermore, I hope to be able to give you a new and broader concept of what the word "dance" really means. I want to so widen your vision of the art of the dance that you will understand and agree with Havelock Ellis when he says, that "dancing is the supreme manifestation of physical life and the supreme symbol of spiritual life." An old French proverb says, "What cannot be spoken, can be sung, and what cannot be sung, can be danced." There is, through the dance, a channel of expression of all that is most profound and cogent in your being.

Dr. Jesse F. Williams in his article, "The Education of the Emotions through Physical Education," states that "any dance theory which is founded upon the instinct for self-expression is upon doubtful ground." I am definitely and violently opposed to this statement. The instinct for self-expression is as vital and inseparable from the living soul as breathing is to the living body. Every act of your life except the mere necessities of physical existence is dictated or influenced by this instinct—play, sports and all forms of art activity.

However, in dancing, some methods have assumed in advance that you want to express the Spirit of Spring, or pretend that you are a faun chasing a nymph, or that you are a dying gladiator. The fact that you do not respond to these suggestions is no proof that you have nothing to express or no instinct to express something else. There has been so largely in America in our lifetime an expression of

feminine ideas and emotions through the dance that American men have falsely assumed that there is something essentially feminine in the dance itself. Nothing could be more untrue. Throughout the history of the human race and even on the larger part of the earth's surface today, dancing is considered a man's art and activity.

The dances which men can thoroughly enjoy and which they are never ashamed to do, and which hold their interest as strongly as their sports, are dances derived from emotional sources which are the exclusive possession of men. No man who is good at sports need be afraid of being awkward or out-of-place in dancing. The true definition of "grace" is that it is "efficiency in movement." A movement which is truly graceful is that which achieves its purpose with no waste of energy and with the least jar to the organism.

I watched the Springfield football team during a game this fall and it was to me a dance. The team moved with that perfect efficiency of movement which is true grace.

(Concluded on page 30)



## ELEMENTS of BROAD JUMPING

By BARNEY HYMAN

*Mr. Hyman is coach of track and field, and associate principal of the New Utrecht High School in Brooklyn, New York. His teams are the perennial\* winners of the P.S.A.L. (city-wide) high school championship.*

**R**EDUCED to simplest terms, broad jumping is a combination of running and jumping in which the distance of the leap depends greatly on the running speed.

Thus, it is obvious that sprinters make the best broad jumping possibilities. To get maximum momentum on the jump at least better than average speed is required.

Once you locate a fast boy the best elemental test is to try him in the standing broad jump. Aptitude in this event, combined with the fact the athlete already is a speedy runner, should be a likely guide as to the probability of his success in the running broad jump.

A good combination with which to start may be a sprinter who high jumps fairly well. Here you have speed and spring keeping each other company.

At any rate, the candidate must be fleet of foot. A boy essentially slow cannot attain true broad jumping efficiency despite technical perfection otherwise.

**F**OR teaching purposes, the running broad jump is divided into four sections:—

1. Run to the take-off board.
2. Take-off itself.
3. Actual flight through air.
4. Landing.

On the run speed must be accelerated gradually. It is to be increased

\*Nine successive P.S.A.L. outdoor championships; eight successive indoor.

to the point where the jumper is about to take off and the body has reached a certain velocity so that it is propelled forward. However, the speed at the point of taking off must be slightly below maximum.

Perfect co-ordination is necessary on the run. The athlete can't afford to wobble or permit his arms or body to sway from the center of gravity. Breaking stride also will throw him off.

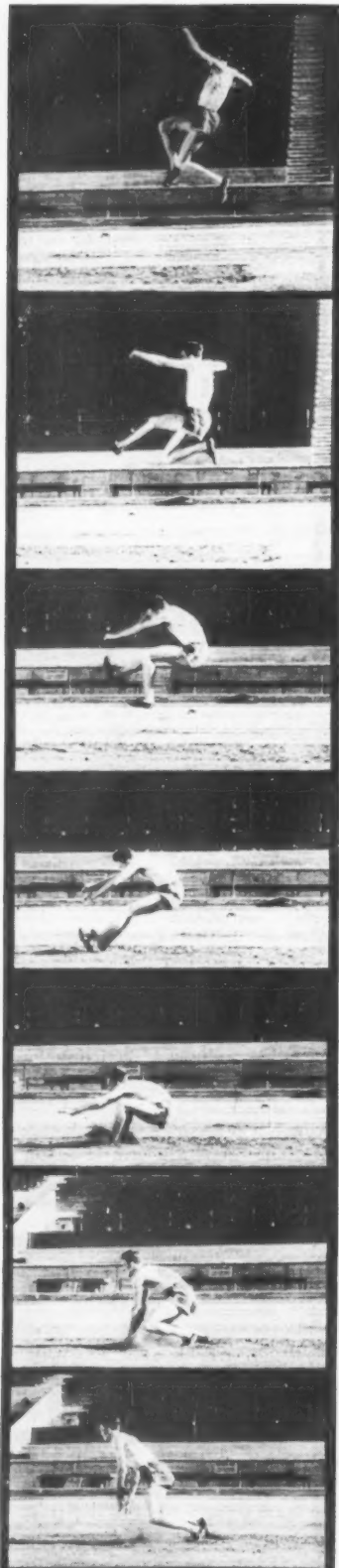
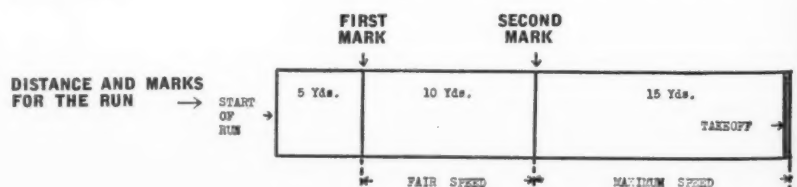
In order that the jumper should have a proper take-off it is essential that the distance of the run be measured in advance. He must hit the take-off board with the same foot each time.

Various methods are used in gauging the run. The easiest is to merely figure out the distance one uses during practice. The customary distance is between 30 and 40 yards. There is a fly in the ointment, though, and the chief difficulty with this method is this:

If a jumper doesn't hit the board as planned and goes beyond it, he loses the jump. Moreover, in this style he has no way of finding out whether or not he is out of step until he actually reaches the board.

Probably the best and most commonly used system employs two marks, one at the start of the preliminary run and the other approximately midway between that spot and the takeoff. Then, if a jumper doesn't hit the second mark with the correct foot he stops and goes back without losing a jump.

Of course, it is essential to hit the take-off board. Stepping over the board and touching the ground beyond it causes loss of the jump. Falling short of the board causes the loss of







MOVING PICTURE "STILLS" OF BOB PATTON OF THE LOS ANGELES A. C., SHOWING THE HITCH KICK, A CONTINUATION OF THE RUNNING MOTION IN THE AIR, AND INTENDED FOR GREATER VELOCITY. THE MOVING PICTURES REVEAL THE FAULTS OF THE HITCH KICK METHOD AS USED BY PATTON IN THIS JUMP. HE TAKES OFF CORRECTLY, BUT IN THE NEXT STAGE (PICTURES AT TOP OF OPPOSITE PAGE) HE HAS BEGUN TO LEAN BACKWARD, AN UNSOUND POSITION. IN THE NEXT FEW PICTURES, SHOWING HIM JUST BEFORE THE FEET STRIKE THE GROUND, HE HAS BEGUN TO SNAP HIS BODY FORWARD IN ORDER TO MAINTAIN BALANCE, STRETCHING BOTH HIS ARMS AND "PULLING" FORWARD IN A FINAL EFFORT TO REGAIN THE FORWARD POSTURE. IN THE END HE GOES WELL FORWARD.

## Take-off

just so much distance. Besides, hitting the board gives the athlete greater spring than he would obtain from the clay runway. The last step of the run generally is slightly shortened.

On the take-off: As the ball of the foot touches the take-off board the jumper should transfer the weight from the heel to the front of the sole. Many boys never get off the heel and as a result there is a lack of balance, the weight being too far back. It is from the front of the foot that the spring originates.

A training note might be advisable here. Often on the take-off the heel hits the ground and is bruised. For this reason some jumpers wear special shoes with spikes in the heels. Most jumpers prefer regular running shoes because of the greater speed, inserting rubber sponges in the heels to prevent injury.

It is important that the body (torso) should be slightly over the board at the point of taking off. If the body leans backward at the take-off there is a loss of momentum owing to the pull away from the center of gravity. The same applies if the body is too far forward.

**J**UMPERS must figure on a certain height if they wish to land shells at a definite mark. Similarly in broad jumping, a certain height is necessary if you want to gain maximum distance. The height varies with the distance one is capable of jumping, ranging from 3 feet for novices, and 4 feet 6 inches for champions.

If in landing a jumper falls on his face it is proof that the height is insufficient, there being too much force left; the energy having not yet been fully expended.

While in the air the arms should be brought forward and upward diagonally along the line of direction. The knees should be brought up to the chin. The body should assume the position of a ball, the idea in mind being that the less surface presented

to the wind the less resistance there will be. The arms and legs should not move sideways or in any manner away from the line of direction.

During the flight the eyes should be centered on a handkerchief placed in the pit at approximately the point to which one expects to jump. The feet should be together and just before landing the jumper can shoot his legs forward to gain a few inches.

However, he must make sure to maintain proper balance. If the legs are too far forward and the back and arms are in the rear the landing necessarily will be backward. It is essential that the body be not too far forward or backward away from the center of gravity.

**S**OME jumpers have used the hitch kick with success but I have found it inadvisable for high school boys. The hitch-kick is a continuation of the running motion in air with the

idea of generating greater velocity.

I cannot see whereby any benefit can be derived from kicking in the air. There is no law of physics to support such a theory and moreover, it brings the arms up and away from the line of direction.

In respect to the preparatory training necessary for the running broad jump, it is advisable not to permit the beginner to jump immediately. In fact, there should be little or no jumping in the first week and at no time more than six competitive jumps at one practice.

High school athletes too often have a tendency to give all at practice and later find in competition that the greater part of their energy already has been expended.

Practice always should begin with a slow jog, in which the athlete should be careful not to rise on his toes too soon. He can start with a jog that

(Concluded on page 28)

PHOTO, TAKEN DURING THE OLYMPICS AT LOS ANGELES, EMPHASIZES THE REQUISITE HEIGHT. THE RIGHT ARM SHOULD BE SLIGHTLY LOWER TO CONFORM WITH THE NORMAL CURVE OF THE JUMP. THE LEFT LEG IS TOO FAR TO THE SIDE, CAUSING GREATER WIND RESISTANCE THAN IF IT ADHERED MORE CLOSELY TO THE LINE OF DIRECTION.



LAMBERT REDD  
OF THE U. S.  
OLYMPIC TEAM



# Interscholastic, Intercollegiate, World's Records

	○ NATIONAL INTERSCHOLASTIC RECORD	● NATIONAL INTERCOLLEGIATE RECORD	■ WORLD'S RECORD
50-YARD DASH	<b>5.4s.</b> Borden, Hyde Park H. S. (Ill.), 1898 Eckersall, Hyde Park H. S. (Ill.), 1903 May, Rochelle, Ill., 1905 Harrison, Crane, Ill., 1906 Southard, Edwardsville, Ill., 1919	NO INTERCOLLEGIATE RECORD	NO WORLD'S RECORD
100-YARD DASH	<b>9.6s.</b> Foy Draper, Huntington Park H. S. (Calif.), 1932	<b>9.4s.</b> Simpson, Ohio State, 1929 (starting blocks) Meier, Iowa State, 1930 (starting blocks) Wykoff, So. California, 1930	<b>9.4</b> Frank Wykoff, U.S.A., 1930
220-YARD DASH (around one turn)	<b>21.4s.</b> Eugene Goodwillie, Chicago Univ. H. S., 1923	NO INTERCOLLEGIATE RECORD AROUND A TURN	NO WORLD'S RECORD AROUND A TURN
220-YARD DASH (straightaway)	<b>21.1s.</b> D. J. Bennett, Libbey H. S. (Toledo, Ohio), 1928	<b>20.5s.</b> Ralph Metcalfe, Marquette, 1932	<b>20.6s.</b> Roland Locke, U.S.A., 1926
440-YARD RUN (one complete lap)	<b>48.2s.</b> Herbert Moxley, Central H. S. (Columbus, Ohio), 1928	<b>47s.</b> Bill Carr, Pennsylvania, 1932	<b>47.4s.</b> Ted Meredith, U.S.A., 1916 Ben Eastman, U.S.A., 1931 (see note below) Victor Williams, U.S.A., 1931
440-YARD RUN (straightaway)	<b>48.2s.</b> Frank Sioman, Polytechnic H. S. (San Francisco), 1915	<b>47s.</b> (Paced) Maxey Long, Columbia Univ., 1900	NO WORLD'S RECORD ON STRAIGHTAWAY
880-YARD RUN	<b>1m.55s.</b> J. E. Meredith, Mercersburg Acad. (N. J.), 1912	<b>1m.51.9s.</b> Ben Eastman, Stanford (I.C.A.A.A. meet, Berkeley, Cal., 1932)	<b>1m.51.6s.</b> Dr. Otto Peltzer, Germany, 1926 (see note below for Eastman record)
ONE-MILE RUN	<b>4m.23.6s.</b> Ed. Shields, Mercersburg Acad. (N. J.), 1916	<b>4m.11.1s.</b> Glenn Cunningham, Kansas, 1932	<b>4m.9.2s.</b> Jules Ladoumègue, France, 1931
TWO-MILE RUN	<b>9m.51.4s.</b> Allen Swede, Mercersburg Acad. (N. J.), 1918	<b>9m.13.6s.</b> H. A. Brocksmithe, Indiana, 1932	<b>8m.59.6s.</b> Paavo Nurmi, Finland, 1931
120-YARD HURDLES	<b>14.9s.</b> Sam Allen, Bristow H. S. (Okla.), 1932	<b>14.1s.</b> George Saling, Iowa, 1932	<b>14.2s.</b> Percy Beard, U.S.A., 1931
220-YARD HURDLES (around one turn)	<b>24.4s.</b> C. Cory, Chicago Univ. H. S., 1913 F. Loomis, Oregon H. S. (M'nn.), 1916 D. Kimball, Deerfield Shields H. S., 1920	<b>23.8s.</b> C. R. Brookins, Iowa, 1924	NO WORLD'S RECORD AROUND A TURN
220-YARD HURDLES (straightaway)	<b>23.5s.</b> A. Oliver, Roosevelt H. S., Dayton, O., 1931	<b>22.7s.</b> Jack Keller, Ohio State, 1932	<b>23s.</b> C. R. Brookins, U.S.A., 1924
RUNNING HIGH JUMP	<b>6ft.6in.</b> †Willis Ward, Northwestern H. S. (Detroit), 1931	<b>6ft.7<sup>7</sup>/<sub>8</sub>in.</b> Bert Nelson, Butler, 1932	<b>6ft.8<sup>1</sup>/<sub>4</sub>in.</b> Harold Osborn, U.S.A., 1924
RUNNING BROAD JUMP	<b>24ft.1<sup>1</sup>/<sub>2</sub>in.</b> L. Schrimsher, Main Ave. H. S. (San Antonio, Tex.), 1931	<b>25ft.10<sup>7</sup>/<sub>8</sub>in.</b> De Hart Hubbard, Michigan, 1925	<b>26ft.2<sup>1</sup>/<sub>8</sub>in.</b> Chuhei Nambu, Japan, 1931
POLE VAULT	<b>13ft.6<sup>1</sup>/<sub>2</sub>in.</b> Wm. Sefton, Polytechnic H. S. (Los Angeles), 1932	<b>14ft.1<sup>1</sup>/<sub>2</sub>in.</b> Wm. Graber, So. Calif., 1932 (see note below)	<b>14ft.1<sup>1</sup>/<sub>8</sub>in.</b> Wm. Miller, U.S.A., 1932 (see note below)
12-POUND SHOT PUT	<b>58ft.10in.</b> Elwyn Dees, Lorraine H. S. (Kansas), 1930	NO 12-LB. INTERCOLLEGIATE RECORD (16-lb.—Hugh Rhea, Nebraska—52ft.5 <sup>3</sup> / <sub>8</sub> in., 1932)	NO 12-LB. WORLD'S RECORD (16-lb.—Z. Heljasz, Poland, 1932—52ft.7 <sup>7</sup> / <sub>8</sub> in.) (see note below)
DISCUS THROW	<b>154ft.6<sup>1</sup>/<sub>2</sub>in.</b> J. C. Petty, Kaufman H. S. (Texas), 1931	<b>167ft.5<sup>3</sup>/<sub>8</sub>in.</b> Eric Krenz, Stanford, 1930	<b>169ft.8<sup>7</sup>/<sub>8</sub>in.</b> Paul Jessup, U.S.A., 1930
JAVELIN THROW	<b>205ft.1<sup>1</sup>/<sub>4</sub>in.</b> J. H. De Mers, Sand Point H. S. (Idaho), 1927	<b>220ft.11<sup>1</sup>/<sub>4</sub>in.</b> K. M. Churchill, California, 1931	<b>242ft.10<sup>1</sup>/<sub>8</sub>in.</b> Matti Jarvinen, Finland, 1932
RELAY—440 YARDS	<b>42.4s.</b> Glendale H. S. (Calif.), 1928	<b>41.1s.</b> Univ. of Kansas, 1931	<b>40.8s.</b> Univ. Southern California, U.S.A., 1931
RELAY—880 YARDS	<b>1m.28.2s.</b> Polytechnic H. S., Los Angeles, 1931	<b>1m.26.5s.</b> Univ. of Kansas, 1931	<b>1m.25.8s.</b> (Univ. Southern California, U.S.A., 1927)
RELAY—ONE MILE	<b>3m.21.4s.</b> Hollywood H. S. (Calif.), 1929	<b>3m.14.3s.</b> Stanford, 1931	<b>3m.12.6s.</b> Stanford Univ., U.S.A., 1931
RELAY—TWO MILES	<b>8m.9.3s.</b> Deerfield Shields H. S., Highland Park, Ill., 1931	<b>7m.42s.</b> Georgetown, 1925	<b>7m.41.4s.</b> Boston A. A., U.S.A., 1928 (see note below)

○ Approved by National Federation of State High School Athletic Associations.

● Approved by National Collegiate Athletic Association.

■ Approved by International Amateur Athletic Federation.

†Cornelius Johnson, Los Angeles High School and U. S. Olympic team jumper, high-jumped 6 feet 6<sup>3</sup>/<sub>8</sub> inches in a scheduled school meet in Los Angeles on May 2, 1933, too late to be acted upon by the National Federation for the 1933 list.

## NOTES ON WORLD'S RECORDS PENDING:

**BEN EASTMAN:** On March 26, 1932, at Stanford, Ben Eastman broke by a full second the world's 440 record he had shared with Meredith and Williams. Several months later, on June 4, in San Francisco, he broke Dr. Peltzer's world's 880-yard record, setting a new mark of 1m.50.9s. Because of a delay in submitting the official record application forms to A.A.U. headquarters, these two Eastman performances are not listed among World's Records Submitted for Adoption in the 1933 edition of Spalding's Athletic Almanac. There is every likelihood that the Eastman records will be accepted by the International Federation when they are presented by the A.A.U. Other world's records pending are:

**POLE VAULT**—14ft.4<sup>3</sup>/<sub>8</sub>in. by Wm. Graber, U.S.A., at Palo Alto, Calif., July 16, 1932.

**16-LB. SHOT**—53ft.1<sup>1</sup>/<sub>2</sub>in. by Leo Sexton, U.S.A., at Freeport, L. I., Aug. 27, 1932.

**100-METERS DASH**—10.3s. by Ralph Metcalfe, U.S.A., at Los Angeles, Aug. 1, 1932.

**110-METERS HURDLES**—14.3s. by Percy Beard, U.S.A., and Jack Keller, U.S.A., at Cambridge, Mass. (June 18, 1932) and Palo Alto, Calif. (July 16, 1932) respectively.

**TWO-MILE RELAY**—7m.40.2s. by British Empire team at San Francisco, Aug. 14, 1932.

Interscholastic and intercollegiate data from Spalding's N.C.A.A. Track and Field Handbook, 1933.

World's record data from Spalding's 1933 Athletic Almanac.

George Spitz, New York University, high jumped 6ft.8<sup>1</sup>/<sub>2</sub>in. in New York, 1932, indoors.

Indoor performances are not recognized for acceptance as world's records by the International A.A.F.

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DOCTOR  
Ordered"*

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"The straps that go under the crotch and are sewn to the waistband are wide enough so that they will not roll and become tight and uncomfortable. These straps could be strengthened by tacking down the ends where they are sewn to the waistband.

"The pouch should be soft, with enough elasticity to make it fit snugly and still give enough freedom of move-

ment so that one is not conscious of wearing the supporter.

"Great importance should be attached to the laundering of a supporter, as laundries give a supporter harder wear than does the individual. Natural drying adds much to the life, while forced drying kills the elasticity and ruins the supporter. If a printed slip to this effect were placed in each box, with laundering instructions it would be of great advantage to the user and the result would be longer life to the supporter."

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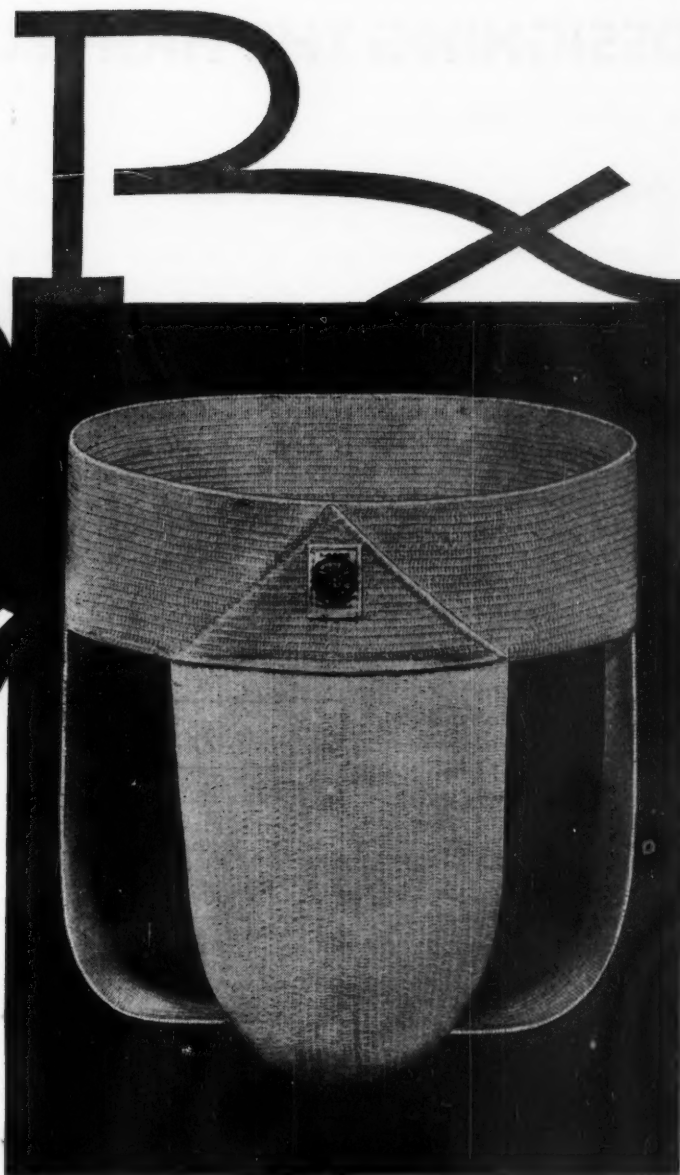
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# DESIGNING THE HIGH SCHOOL ATHLETIC FIELD

By GAVIN HADDEN, C.E.

THE drawings on the opposite page show eight different athletic fields designed by the author, all of which are comparatively small and are used by high school boys and girls. Inspection will show, first, that the plans are all quite different; second, that they are different in spite of the fact that the play facilities provided in them are very much alike in kind and number; third, that the differences are principally dependent upon the size, shape, topography, orientation, and other physical characteristics of the various sites; fourth, that other considerations contributing some influence to these differences are what games are to be played, when, and by whom; also what structures and buildings (if any) are required — grandstands, fieldhouses, etc.

These plans alone give a demonstration of the technical nature of the problem of designing an athletic field, and the difficulties it presents. The individual play units which make up these installations are for the most part identical in their main requirements: football fields, baseball diamonds, running tracks, jumping pits, tennis courts, handball courts, etc., yet their arrangements with respect to the boundaries of the sites and with respect to each other are quite different. Furthermore, the general plans herewith show only two dimensions affecting the problem, and there is always a third—a most important third dimension—which must be considered. If these general plans were accompanied by the detailed working drawings, showing the old and new contours, the surface slopes, the artificial drainage systems, etc., the complexity of the problem would be still more apparent. No unit should be located definitely horizontally until it is also located vertically—and what a world of difference there is in cost of construction between the correct and the incorrect vertical locations! No unit can be completely designed until its surface slopes, its surfacing, its drainage system, etc. have been designed—and

what a world of difference in cost and utility there is between the efficient and the inefficient designs! Just as the school board and its superintendent and staff are benefited by technical assistance in planning new class rooms, so also are they benefited by technical assistance in planning new athletic fields. The ideas of the superintendent and his staff are, of course, essential, not only in deciding on the general needs of their school but also in helping to determine the general possibilities of the various

cases, as at Malone, retaining walls have been necessary to secure the required play areas within the restrictions of the site, but these must always be reduced to the minimum to prevent excessive cost.

The accompanying tabulation gives a brief summary of the facilities provided on each plan and shows clearly that although there is a wide variation in the areas covered (from about 3½ acres to about 10½ acres) the kind and number of the units of play vary comparatively little. At the end of the

table is given a "composite," or approximate average of the eight fields.

It will be noted that in the list given there are two fields which have separate field houses or locker buildings, two at which the locker buildings are combined with the grandstands, or stadia, and three for which the necessary locker, shower and toilet facilities, etc., are incorporated in the school building nearby. (At one field the locker rooms are to be housed in a future building not yet erected.) No general rule can be laid down as to which of the three different schemes here represented is best. Where there are permanent seats in sufficient number and the topography of the site permits, it may be very economical and efficient to build the rooms under the seating decks, as at Asbury Park and at Freeport; where the school building is conveniently located and the design of the building permits, it may be best to incorporate the rooms in the schoolhouse as at Great Neck, at Islip and at Sayville; otherwise, a separate building is required.

The indoor facilities required may vary, but they always include: locker rooms, shower rooms, towelling rooms, toilet rooms, a director's office, and storage room for maintenance equipment. In designing high school field houses an important condition is the proper subordination of the building to its surroundings. The outdoor play facilities are inevitably the principal features of the installation as a whole and they should not be dominated by the building.

Combined List of Facilities Provided  
at 8 Athletic Fields

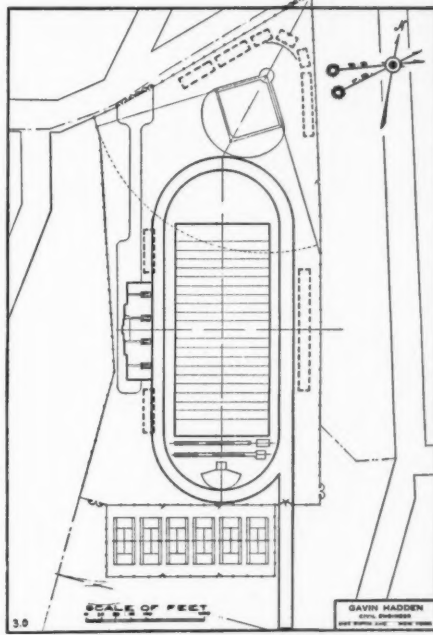
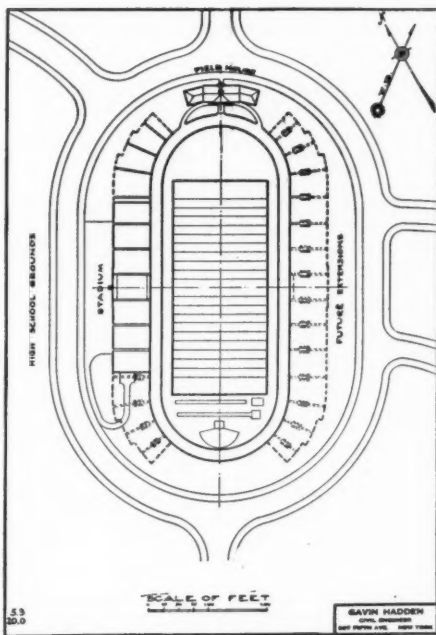
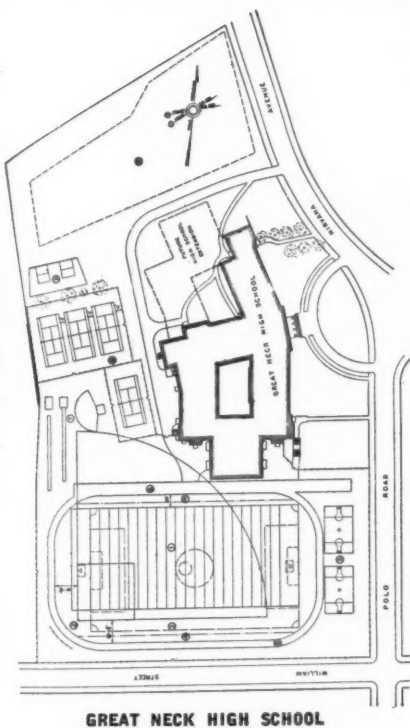
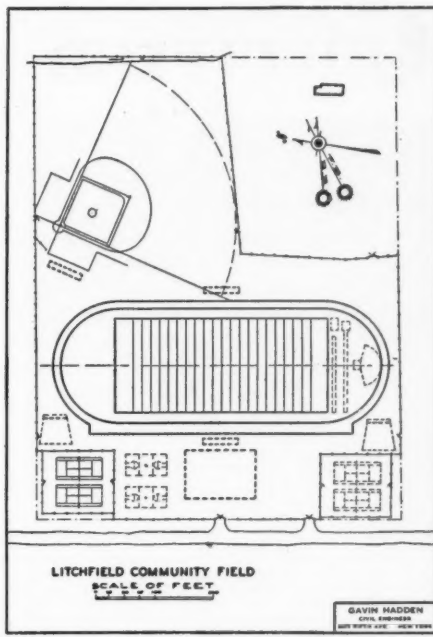
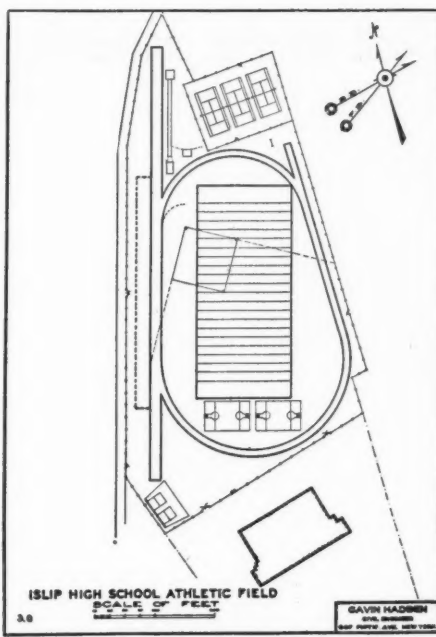
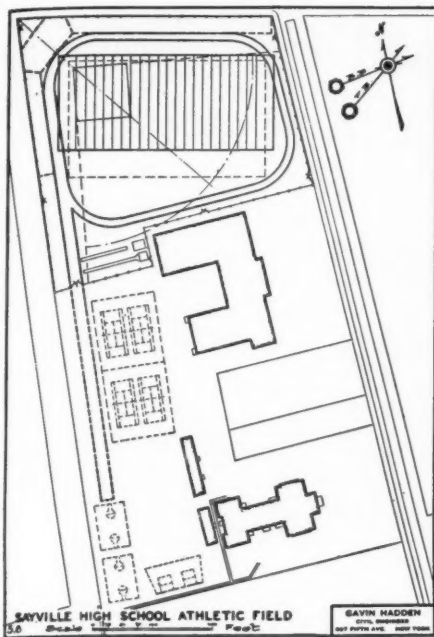
	Location of Field							
	Asbury Park, N. J.	Freeport, N. Y.	Great Neck, N. Y.	Islip, N. Y.	Litchfield, Conn.	Malone, N. Y.	Phillipsburg, N. J.	Sayville, N. Y.
Football Fields (a) ....	1	1	1	1	1	1	1	1
Running Tracks (laps per mile) .....	4	4	4½	4	4	5	4	4
Straightaway (yds.) .....	220	220	120	220	120	120	100	220
Jumping Pits, Runways, etc. (set) .....	1	1	1	1	1	1	1	1
Baseball Diamonds (b) ..	1	1	1	1	1	1	1	1
Tennis Courts .....	7	6	4	3	4	2	—	4(e)
Handball Courts .....	1	—	2	2	2	—	—	2(e)
Basketball Courts .....	1	—	2	2	2	—	—	2(e)
Hockey Fields (for girls only) .....	1	—	—	—	—	—	—	—
Playground .....	1	—	1	—	—	—	—	(e)
Permanent Seats (Thousands) .....	7.2	2.0	—	—	—	—	5.3	—
Temporary Seats (Thousands) .....	—	2.0	—	3.0	0.5	0.8	—	6.0
Field Houses (Locker Bldgs.) .....	1	1	(d)	(d)	(e)	1	1	(d)
Approximate area of site (acres) .....	10.5	7.5	7	5	8.5	3.5	6	6
								6.5

(a) Also used, when desired, for soccer, lacrosse, and other games.  
(b) Combined with football fields, etc., in whole or in part, except at Litchfield.  
(c) Combined with seating structures.  
(d) Locker facilities located in school house near by.  
(e) Future.

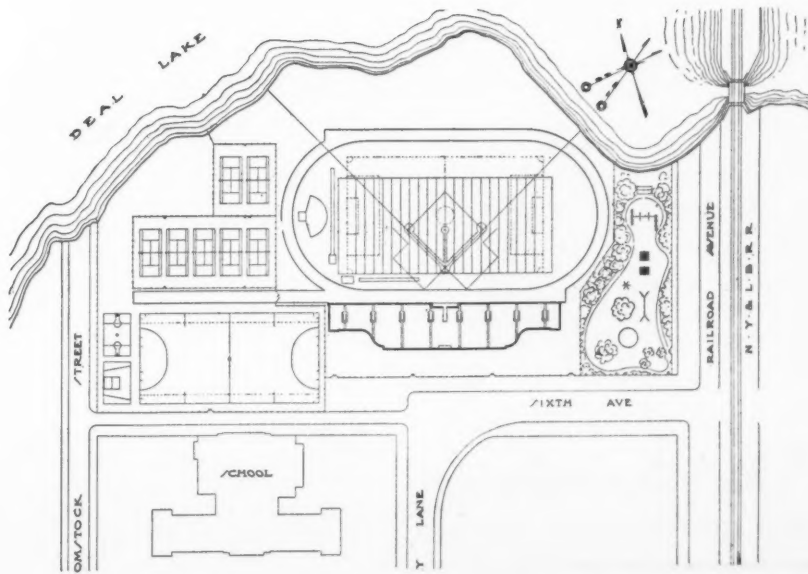
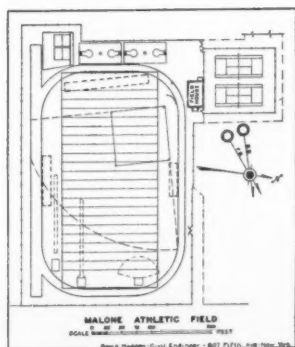
sites which may be available. Where new athletic fields are projected, there is nothing so useful as comparing the sites with plans of existing fields, and it is therefore hoped that the plans here reproduced may be of interest, particularly to athletic directors and coaches.

The drawings do not show contour lines nor slopes, but many of the blank areas shown are occupied by cut banks and slopes of fill necessary for obtaining the proper grades for the units of play, as, for example, along some of the property lines at Great Neck, Litchfield and Malone. In some rare





RIGHT: ASBURY PARK HIGH SCHOOL →



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## Out of the Huddle

**W**HEN Glendale High School, Glendale, California, was faced with the necessity of disbanding its baseball team through lack of funds, an appeal was made to Babe Herman, class of '21, its most famous athletic alumnus, now of the Chicago Cubs.

Herman recruited an all-major league baseball team and a game was played against his alma mater with the major leaguers winning, 11 to 7. Gate receipts were turned over to the Glendale High School baseball fund.

Crane Technical High School (Chicago) felt that the present financial situation would deprive the school of a track team; but the members of the squad hit upon the plan of selling magazines on a commission basis in order to raise money to purchase the necessary equipment. The project proved successful; all members of the squad cooperated and the Crane track athletes are now meeting all competition.

When North St. Paul held its annual high school basketball tournament during the national banking moratorium, School Superintendent H. F. Hegstrom set a new scale of admissions in order to prevent the postponement of the tournament because of the shortage of money. Eggs of suitable quality for domestic consumption, canned goods or other food stuffs worth fifty cents, were used as admissions. Supt. Hegstrom made certain that all eggs were considered as tickets and left at the door.

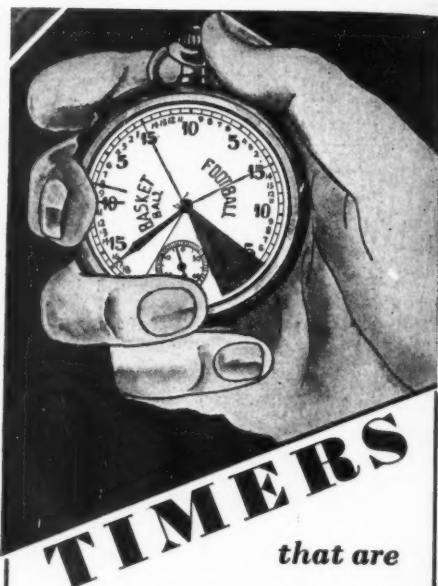
High school boys who are practicing basketball several hours daily and playing two games a week are probably straining themselves physiologically and expanding too much nervous energy, says Prof. Ernest C. Schroeder, who has headed the University of Iowa men's physical education department for 25 years.

The danger of permitting students to participate in athletic games when they have not had the proper nourishment is emphasized in the death of fourteen-year-old Edgar Lepley, Coldwater (Michigan) public school student who died of starvation while playing a basketball game, physicians discovered. Investigation disclosed that he, his parents, two brothers and six sisters had been living on a meager city dole for many weeks.

If the colleges have their own way about it, football captains will soon be a thing of the past. One team after another is giving up the plan of electing a leader, preferring to have the coach select a captain for each game.

Cathedral High school of Indianapolis, coached by John Dienhart, former Notre Dame player, upheld the basketball tradition of Indiana by winning the tenth annual national Catholic interscholastic basketball tournament held by the University of Loyola in Chicago.

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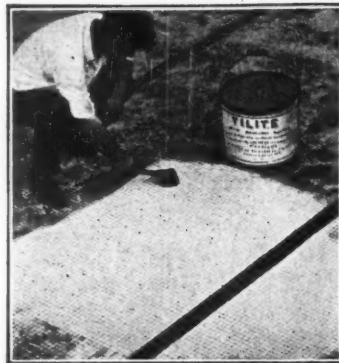
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## National Track Meet, June 16-17 At World's Fair

THE twenty-ninth annual national interscholastic track and field meet sponsored by the University of Chicago at The Century of Progress Exposition on the afternoons of June 16 and 17, will be the parting gesture of the veteran Amos Alonzo Stagg as he turns from the scene of a lifetime work to take up his new duties at the College of the Pacific.

One of Mr. Stagg's many achievements to which his friends point with pride is this national interscholastic track and field meet. Almost single-handed, he has succeeded in preserving interest in this event in face of the growing feeling among secondary school educators that this sort of thing is not in line with the new objectives of education. It was this feeling which brought about the demise of Mr. Stagg's national interscholastic basketball tournament several years ago.

The National Federation of State High School Athletic Associations has given its sanction to the track and field meet, perhaps in deference to the sincerity of Mr. Stagg and the good will it feels toward him, more than because it believes in the national championship as a thing of itself worth while. However, there are National Federation men who, while opposed to national interscholastic competition in basketball and certainly football, look with more favor on a national track and field meet, for reasons that are to be found in the difference in the set-ups, programs, etc., of the two types of events.

The direction of the track meet this year is in the hands of Mr. Stagg's son, A. A., Jr., who has announced the conditions under which entries may be made. Each entry must have the certification of the school principal that the athlete is a bonafide student of the school and that he is a member of the track and field team. An entry fee of seventy-five cents must be paid, the money to be used in entertaining the boys in Chicago. The University of Chicago will provide room and board for the boys. The first 500 boys will be housed in the new University dormitory. If the entries exceed 500, the additional boys will be provided quarters in fraternity houses. It is understood that the University of Chicago will assume responsibility for housing and feeding the boys, and, it is believed, their coaches, only during the three-day period, including June 15, the day before the program starts.

Mr. A. A. Stagg, Jr., has announced the list of events as follows:

100-yards dash, 220-yards dash, 120-yards high hurdles, 220-yards low hurdles, 440-yards run, 880-yards run, one-mile run, running high jump, pole vault, shot put (12 lb.), running broad jump, discus throw, javelin throw, 880-yard 4-man relay, one-mile 4-man relay, two-mile 4-man relay.

For further information write: Mr. A. A. Stagg, Jr., University of Chicago.

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WON 29 OF LAST 30 GAMES.

**Bierman**—Minnesota

SINGLE WING BACK.  
WON 31 STRAIGHT AT TULANE.

**Kerr**—Colgate

DOUBLE WING BACK. UNBEATEN, UNTIED, UNSCORED '32.

**Kizer**—Purdue

NOTRE DAME SYSTEM.  
TIE—BIG 10 1931.

**Smith**—"Clip," Santa Clara

NOTRE DAME GUARD PLAY.

**Miller**—Navy

NOTRE DAME TACKLE PLAY.

### BASKETBALL

**Ruby**—Illinois

### TRACK

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## Coaching School Directory

BUTLER UNIVERSITY—Aug. 14-Aug. 20.  
At Indianapolis.

COLGATE UNIVERSITY—Aug. 21-Aug. 26.  
At Hamilton, N. Y.  
See Colgate advertisement on page 20.

COLORADO (UNIV.)—June 19-July 22.  
At Boulder, Colo.

CRANBROOK COACHING SCHOOL—July 2-July 8.  
At Detroit.  
See Cranbrook advertisement on page 23.

GUSTAVUS ADOLPHUS COLLEGE—Aug. 28-Sept. 2.  
At St. Peter, Minn.  
See Gustavus Adolphus advertisement on page 20.

HOT SPRINGS—July 31-Aug. 12.  
At Hot Springs, Ark.  
See Hot Springs advertisement on page 21.

ILLINOIS (UNIV.)—June 19-July 29.  
At Urbana, Ill.

INDIANA BASKETBALL COACHING SCHOOL—Aug. 21-Aug. 26.  
At Anderson, Ind.  
See Indiana advertisement on page 22.

INDIANA UNIVERSITY—June 14-July 11.  
At Bloomington, Ind.

IOWA (UNIV.)—June 12-July 20; July 21-Aug. 24.  
At Iowa City.

LAFAYETTE COLLEGE—June 26-July 1.  
At Easton, Pa.  
See Lafayette advertisement on page 22.

LITTLE-McLAUGHRYS SCHOOL—Aug. 22-Sept. 1.  
At the Riverdale School, New York City.  
See Little-McLaughry advertisement on opposite page.

MASSILLON BASKETBALL COACHING SCHOOL—Aug. 28-Sept. 2.  
At Massillon, Ohio.  
See Massillon advertisement on page 21.

MICHIGAN (UNIV.)—June 21-Aug. 18.  
At Ann Arbor.

MINNESOTA (UNIV.)—June 19-July 29.  
At Minneapolis.

MOORHEAD COACHING SCHOOL—Aug. 21-Aug. 26.  
At Moorhead, Minn.  
See Moorhead advertisement on page 22.

NORTH CAROLINA (UNIV.) COACHING SCHOOL—Aug. 21-Sept. 2.  
At Chapel Hill, N. C.

NORTHWESTERN UNIVERSITY—Aug. 14-Aug. 26.  
At Evanston, Ill.  
See Northwestern advertisement on opposite page.

OHIO UNIVERSITY—June 12-July 8.  
At Athens, Ohio.  
See Ohio Univ. advertisement on page 22.

## SPRINGFIELD COLLEGE COACHING SCHOOL

SPRINGFIELD, MASS.

July 3 to July 20, 1933

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Dr. F. C. (Phog) Allen, University of Kansas

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At State College, Pa.

See Penn State advertisement on page 20.

**PITTSBURGH (UNIV.)—Football, July 3-July 14; Basketball, July 17-July 28; Track, July 31-Aug. 11.****SOUTHERN CALIFORNIA (UNIV.)—First term, June 19-July 28.**

At Los Angeles.

**SPRINGFIELD COLLEGE—July 3-Aug. 5.**

At Springfield, Mass.

See Springfield advertisement on opposite page.

**TEXAS TECH—July 31-Aug. 12.**

At Lubbock, Tex.

See Texas Tech advertisement on opposite page.

**URSINUS COLLEGE—Aug. 21-Aug. 31.**

At Collegeville, Pa.

See Ursinus advertisement on page 20.

**WASHINGTON STATE COLLEGE—June 12-July 9.**

At Pullman, Wash.

**UTAH AGRICULTURE COLLEGE—June 5-June 9.**

At Logan, Utah.

## BIOGRAPHIES

**H**AROLD G. OLSEN, who will be chief instructor in basketball at the Moorhead Coaching School this summer, became basketball coach at Ohio State University in 1922. His most notable achievement prior to that time was the development of three state championship basketball teams at Ripon College, where he was also coach of football and track. He made an unusual mark in all three sports one year at Ripon, when his teams in the three sports either won or tied all their contests. Mr. Olsen's Ohio State basketball teams have won two Western Conference championships. A noteworthy contribution to basketball was Mr. Olsen's sponsorship of the ten-second rule, on behalf of the National Association of Basketball Coaches, of which Mr. Olsen is the retiring president.

**O**NE of the few great national figures in basketball is Dr. Forrest C. Allen of the University of Kansas, who will instruct the courses in basketball at the Massillon Basketball Coaching School, Springfield College Coaching School and the Indiana Basketball Coaching School this summer. With Dr. James A. Naismith, inventor of basketball, also on the faculty at Lawrence, the University of Kansas has become known as the basketball hub of the universe. Dr. Allen started coaching basketball at the University of Kansas in 1908, when he won his first of eleven Conference championships. His association with the game is only ten years shorter than that of his col-

# CENTURY OF PROGRESS COACHING SCHOOL AT Northwestern Aug. 14-26



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### FOOTBALL

**Hanley**—Northwestern  
Tie—Big 10—'30, '31

**Jones**—So. California  
Undeclared '32

**Anderson**—Notre Dame  
Notre Dame system

**Bierman**—Minnesota  
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**Robinson**—Northwestern  
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**Wilson**—Northwestern

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**NORTHWESTERN UNIVERSITY** **EVANSTON, ILLINOIS**

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of Brown

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**Field demonstrations  
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league, Dr. Naismith, who invented it in 1891. From 1901 to 1904, Forrest Allen played the game as a member of the Independence, Kansas, High School team, where he also played football and baseball. In 1905 he joined the Kansas City A. C. team, known as the world's champions at that time by virtue of their victory over the celebrated and now almost legendary Buffalo Germans, winners of the Olympic title. Founder of the Kansas Relays, Dr. Allen's interest in sports is extensive. He is a past-president of the National Basketball Coaches Association, and the author of one of the first important books on the game, *My Basketball Bible*.

**D**ICK HANLEY, who will share with Howard Jones the chair of football at the Northwestern Coaching School this summer (called "The Century of Progress" Coaching School, for the occasion) came to Northwestern six years ago from the Haskell Indian Institute, where he turned out many strong teams. In his six years at Northwestern Mr. Hanley has produced two Western Conference champions, and always his teams have been among the best in the Conference. Mr. Hanley is a patron of the Warner system. His enthusiasm and dynamic personality have made him a favorite with coaches and players alike.

**H**OWARD JONES has been one of the outstanding football coaches of the country for many years. Ever since he started in the profession at Syracuse in 1908 he has been associated with winning teams. He rose to the heights at Iowa where he coached for nine years, from 1916 to 1923. From there he went to the University of Southern California, whose football teams under his tutelage have been so conspicuous in achievement as to require no further comment here.

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**FRANCIS SCHMIDT** of Texas  
Christian, Football

**ROLLIE WILLIAMS** of Uni-  
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**H**UGO BEZDEK, director of the School of Physical Education and Athletics at the Pennsylvania State College, has had a most varied career in athletics, ranging from manager of a National League baseball club to professor of physical education. After graduation from the University of Chicago in 1906, Mr. Bezdek went to the University of Oregon as coach of football and head of the Department of Physical Education. Later he returned to Chicago to serve as assistant to Mr. Stagg. In 1908 he went to the University of Arkansas as coach and director of athletics, returning to Oregon in 1913 for a five-year period. After that he became manager of the Pittsburgh Pirates of the National Baseball League and head coach of football at Penn State. In 1930 Penn State made him director of the School of Physical Education and Athletics. At the 1933 Summer Session of the School Professor Bezdek will have on his staff: Dr. Elwood Craig Davis, director of Research and Professional Health and Physical Education at Penn State, author and lecturer; Mr. Vaughn Seavey Blanchard, director and Supervisor of Health and Physical Education of the Detroit Public Schools; Mr. Robert A. Higgins, Penn State football coach; Mr. E. E. Leslie, Penn State basketball coach; Mr. Fred E. Foertsch, special assistant to the Director of Health and Physical Education of the Philadelphia schools; Miss Therese Powdermaker and Mr. Nelson S. Walke.

**M**OST basketball coaches have been good players. Perhaps the greatest player among coaches, and, in the opinion of many, the greatest player the game has yet produced, is Nat Holman, who has just completed his fourteenth successive season as coach of basketball at the College of the City of New York. His team, as usual, was among the very finest in the East, if not the finest. Known nationally as a player long before his fame as a coach spread beyond Manhattan, Mr. Holman toured the country for a decade as the captain and key player of the famous New York Celtics. The Celtics never lost a series to any team, and averaged 130 games per season over a period of nine years (1920-29). Holman's marksmanship at the basket, his unerring sense for moving to the right place at the right time, his generalship in evolving the perfect strategic move in the moment of need, were sources of wonder to the thousands who would go to see the Celtics because Holman moved among them.

For ten years he devoted his playing exclusively to the Celtics, and despite the large itinerary of this wonder team, Holman rarely missed seeing his college team play a game. It was not an uncommon thing for him to play an afternoon and evening game, make close connections for a night train, and arrive back in New York in time to give his college team a final Friday appraisal for a Saturday game. In semi-retirement as a player, Holman still appears before the public in a Celtic uniform. He has rounded the old team up for a number of special benefits during the past two years, and with good

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basketball results, too. Always experimenting with basketball methods, always ready with suggestions for the advancement of the game, Holman's pet crusade in recent years has been the elimination of the center jump (he has gained a little ground in this respect, as witness the 1933-34 rules changes) and the annihilation of zone defenses, which, he says, will be the ruination of basketball. Nat Holman is the author of two books, *Scientific Basketball* and *Winning Basketball*. This summer he will teach at the Ursinus College Summer Coaching School.

THE man who stepped into Knute Rockne's shoes had, perhaps, the most challenging task that ever faced a football coach. In 1931, after the tragedy that befell football in the death of Rockne, Mr. Heartley Anderson, who had been Rockne's first lieutenant for two years, was called to take up and carry on the work of the master mentor. Skeptically, the public watched Anderson's work, and was wont to be hyper-critical of it after the first season. But his complete knowledge of the Rockne system and his manner of getting things done in thoroughly sound Rockne style, soon won "Hunk" Anderson his deserved rank in the football coaching world. Mr. Anderson was the greatest of Notre Dame linemen. After graduation he played professional football for three seasons, while he also served as line coach under Rockne. At the end of eight years of service under Rockne, Mr. Anderson went to take over the head coachship at St. Louis University, and after two years there, was again called to South Bend. His coaching school posts for the coming summer include the Hot Springs School, where he will teach with Howard Jones; and the Northwestern, where Jones, Dick Hanley and Bernie Bierman will share the football instruction with him.

THE second great revival of football at Columbia University occurred in 1930 with the arrival of Lou Little as head coach. Six years before that Percy Haughton, the noted Harvard coach, took over Columbia football, but had only started his rehabilitation of the game when he died. Columbia took its football indifferently in the succeeding five years, succeeding, however, in winning one major game each season. The University whose president, Dr. Nicholas Murray

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Butler, once rose in indignation against football and caused it to disappear from 1905 to 1915, was soon to climb once again into football aristocracy when, with the coming of Lou Little from his five years of successes at Georgetown, the game took on a new glamour for Columbia people. After an experimental first year, Mr. Little began producing the results every Columbia follower had hoped for, and now Columbia is any team's major opponent. Collaborating with Mr. Little in conducting the Little-McLaughry Football Coaching School in New York City this summer, will be his friendly rival of the gridiron, Mr. D. O. "Tuss" McLaughry of Brown University, famed for his undefeated "Iron Men" team of 1926, and his customarily high grade teams.

CONSIDERABLE has been written in recent years about the punt as a weapon of offense. Considerable has been done about it by the Michigan teams that have been coached by Mr. Harry Kipke, the University of Michigan's greatest kicker. His six-man line defenses are sufficient unto themselves, and the punt as a pure defensive gesture need rarely be used. Kipke's teams punt and forward-pass their way to victory—in 29 out of 30 Western Conference games. Deep placement punts, accurate passes, and a defense trained to diagnose, and alert to meet the unexpected—the Michigan basis of football strength. This summer Mr. Kipke will teach at Ann Arbor as usual, and at the Cranbrook Coaching School and at Colgate.

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# GUIDING BOY-GIRL CONDUCT

By NEWELL W. EDSON

*With this chapter, Mr. Edson, of the American Social Hygiene Association, concludes the series of four articles that he has addressed directly to the secondary school coach and physical director. The counsel and criticism of Dr. Thomas D. Wood of Teachers College, Columbia University, in the preparation of this material, is gratefully acknowledged.*

**A**MONG the varied problems facing the coach\* which are peculiarly his province to guide, are several that parents don't or won't recognize in their boys and girls, or that they bungle so badly the coach must help.

First among these is puppy love. This queer transition between hero worship and deep affection is usually shot through with more pure idealism than is any other stage of the boy's life. Yet it is parent tradition to try to laugh him out of this callow experience. Rarely do parents appreciate his hurt at this treatment nor do they commonly sense his withdrawal of confidence, and here the coach can be of special help. The ideals back of puppy love are worth saving, and the coach can see that they are saved after the fever dies out. Patient sympathy and willingness to listen are the prescriptions here.

Habitual petting† is not so easy to guide. Parents often storm at it because they fear what will happen, and for youth it becomes a doubly desirous adventure because disapproved by elders and lauded by one's peers. Adolescent tastes, which since childhood have associated affection only with intimacy, are under the code of a crowd, "every one does it," all too easily changed to frank desire for the thrill of throbbing emotions. Unfortunately many youth do not realize that sex emotions like fear and anger and shame, may be teased to the breaking point, and so they are swept off their feet into experiences they regret. Not all of these adventures reach even the coach who is the confidant of boy and girl, but he can usually sense what is going on. His frank counsel about emotion-teasing and the strength of aroused sex emotions and the unsatisfied tensions caused by casual petting will help set the safety-valve for this practice and may change the habit. He may have to marshal some of his best reasoning to meet the clever justifications of youth. Further, he can set fine standards of respect for personality and of unwillingness to exploit, and can head off some tragedies.

But the coach may be needed even more to help the socially timorous—youth who have had little experience in meeting people, who lack the social graces and so prefer to remain wall-flowers or sit-by-the-fires or book-worms. Such youngsters often go through some pretty unhappy moments. But the coach is usually a past master at

instilling courage, and the development of social courage is not essentially different from that of the physical courage of gym or court or field. It consists largely of steering the student through his situations and of building up his confidence through encouragement and praise and the consciousness of success. The home is so frequently helpless or ineffective here that the efforts of the coach are pretty certain to count for much.

## SPECIFIC PROBLEMS

**A** PROBLEM that often appears to the coach and not to the parents is clandestine romance. Spiced by concealment and by the glamour of love, this adventure is freed from the controls of social disapproval and often puts the youth on his own before he is experienced. Such a combination of freedom and irre-

shams affection and shames the sensitive and wrecks ideals. His semblance of the devoted lover is often mistaken for sterling, hence is not detected soon. The experienced girl may laugh off his advances or may not be touched by his arts. The less experienced girl is likely to suffer, for she will hardly discern his real motive. It may be some time before the coach discovers him, for his victims are apt to give no sign of their hurt. And when he is found, what to do with him? Prohibitions, promises, threats, exposure, taunting are usually ineffective. His ego must be satisfied, his desire for attention sated. And here perhaps is the clue for his guidance: help him to find a task or social service which will challenge and perhaps bring into play his better self. If necessary, warn those, especially newcomers to the school, who might be harmed by him.

Occasionally there gets into a school a lad who might be called a sexual wolf. He preys on any one, often with clever art, leaving behind him a trail of ruined lives, abortions, pregnancies and disease. He must be hunted down like any other wolf that attacks a weaker prey. Parents are usually poor wolf-hunters. A coach's vigor and directness will help.

Every now and then in a school there appears an individual, or a couple, or a small coterie, who try to make an impression by defying social codes, or by declaring codes of their own. Laws, say they, are made to break, traditions to smash, ideals to topple. And they proceed by word and by conduct to set an example that may undermine the morale of the school. Usually such defiance means an unsatisfied ego or stifled adventure outlets, and if these factors can be met, the defiance evaporates. But sometimes the task of the coach will be to help these people with the construction of a sound sex philosophy through challenge to their defiant codes, through patiently meeting every argument they can bring up, and through convincing them of the superior values of wholesome relationships—not an easy task by any means and not always a successful one, but eminently worth trying.

A common problem of the coach is to contribute his full part to offset the lure of commercialized amusements, salacious or obscene literature, and prostitution in its various forms. When the school is large, the program full and the means of wholesome recreation at hand, the problem perhaps is not too difficult. But when school and recreational facilities are limited the ingenuity of the coach is likely to be tested to the full in meeting this problem. Here, as in many other situations, similar or analogous in kind, the solution of the problem requires mutual understanding and effective cooperation not only of members of the school staff particularly interested and concerned with these problems, but also of social groups in the community which may be exceedingly helpful. It may be quite essential not only to pro-

**. . . the coach is usually a past master at instilling courage . . .**

sponsibility and emotional inexperience is dangerous. The adventure needs to be brought out of hiding and shown up for what it really is. Many a boy and girl who can justify clandestine romance to their own satisfaction find their arguments evaporating before the cool commonsense and unwavering ethics of the coach, and see the shabbiness of their adventure in the light of day.

The question of unchaperoned parties will come frequently to the coach, who sometimes must act as arbiter between scandalized parents holding out for the principle of chaperonage and indignant youth who want no fetters. Boys and girls in early adolescence certainly need wise chaperonage in the beginning of their social experiences, and even later, for some types of social situations. If, as they grow older, a reasonable degree of social responsibility is developed and manifested, they may progressively gain and demonstrate ability to conduct themselves without the presence of the formal chaperon. Parents, then, may be shown that in many instances youth can chaperon themselves, and that the proof of confidence in them is worth more than the reputation given by an enfeebled Dame Grundy. And youth can be shown that when they chaperon themselves the group must be responsible for the conduct of the few who don't want to govern themselves and that there are times when the saving of reputations is more important than an abstract principle of freedom. Furthermore, the coach can cooperate with parents and principal and youth in establishing social codes that will make the chaperone for more mature youth superfluous.

Less easily managed is the philanderer, that dabbler in intimacies and thrills who

\*As before stated, the author uses the term "coach" generically, to refer to man or woman coach.

†Casual petting may not be harmful to boy or girl, and most youth are too particular to become promiscuous petters.

vide various and vigorous activities in and through the school, but, further, to stimulate outside social activities and community recreation. In addition, collective effort will be needed to arouse many people before the dance halls of the town are regulated and commercial amusements made decent; and before indecent periodicals are banned for sale, and prostitution is wiped out. Here the opportunity of the coach is great, particularly if he is successful in cooperation and leadership, for he knows at first hand what are the effects of an unwholesome environment on the future leaders of the community, and this knowledge will and should stimulate the elders to action.

Now and then the coach may be called on for premarital advice. Occasionally he is qualified by personality, knowledge and experience to give it. More frequently, however, he will want to refer pupils to physician, social worker, minister or other qualified person who is versed in family matters. He can of course keep on his shelf a few good books for reference and can answer questions and can help youth perhaps to understand and appreciate the traits and values of some successful marriages in his own community. And he can help organize a lecture-discussion series on preparation for marriage and parenthood.

Educators are becoming more and more convinced that a good part of the burden of meeting these problems and situations inevitably falls on the school. Few parents have the poise or skill to meet them, and no other community agency deals with so many children and youth. Moreover, the school is probably better equipped to meet boy-girl problems than is any other institution; for it serves all children during their formative years; it speaks to them with a recognized authority; it is ordinarily impersonal and just, and it is skilled in technics. The home can do its share by early sex education and by some later guidance; the church has limited opportunities for setting sound standards; the service agencies can help through nature study and counseling and occasional talks. But the major share of this task of meeting boy-girl problems seems to be falling to the school.

Fortunately educators and teachers are realizing this situation and are rising to it. Recent studies show that one high school in ten is undertaking some phase of sex instruction, usually through the inclusion of appropriate materials in such courses as nature study and biology, physical and health education, the social sciences, home economics and literature. Reports, outlines, texts and syllabi are now available, based on the long experience of teachers who have achieved success in this particular field. In addition some teachers are conducting discussions and question-boxes, so that puzzling queries may be met, and some schools provide counseling in order to meet personal and difficult problems.

In such education the school coach has unusual opportunities. If he also operates through the classroom, he has the same instructional chances as any other teacher. But in addition he can set the tone and direction of all school activities by his influence on them. (Concluded on page 32)



Here are actual photographs of the Norwegian Sea Scouts (1) being reviewed; and (2) on the march.

## See how **BANANAS** helped **NORWEGIAN SCOUTS WIN**

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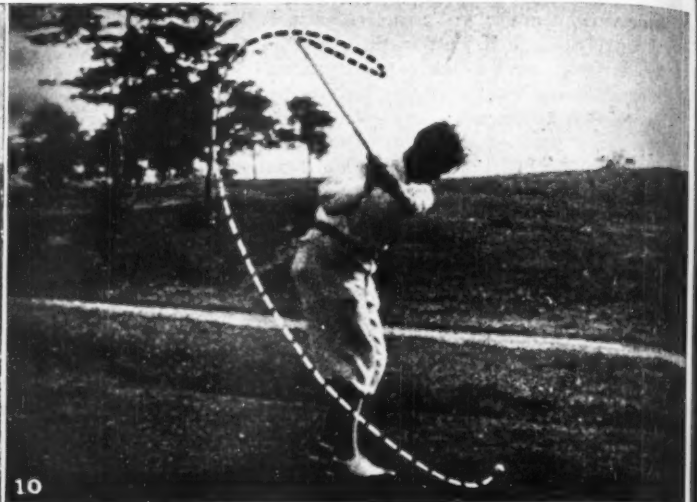
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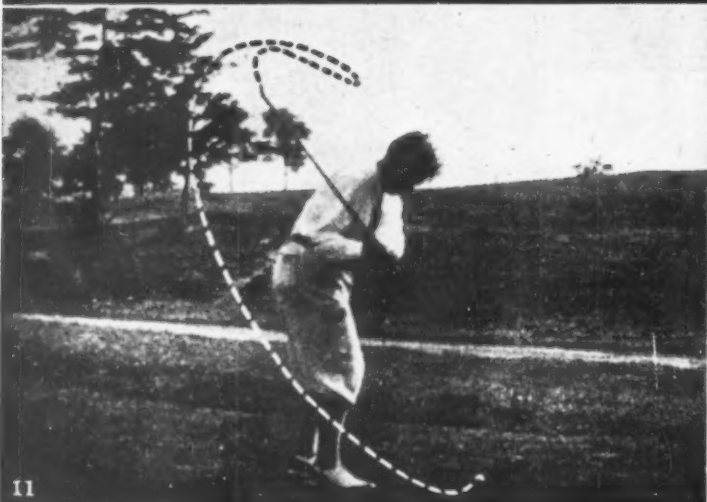




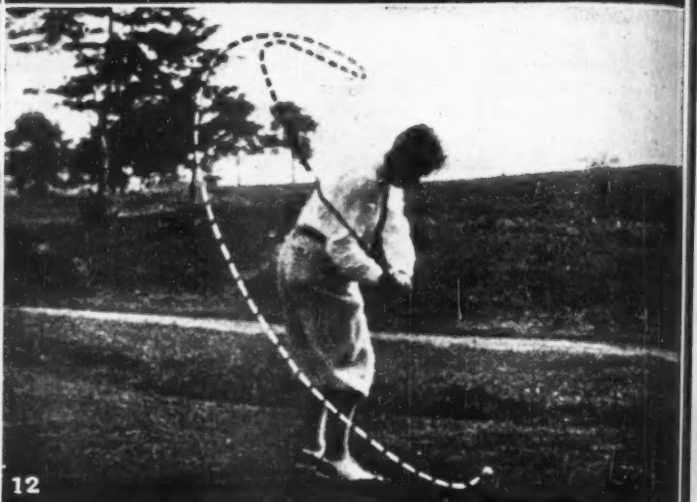
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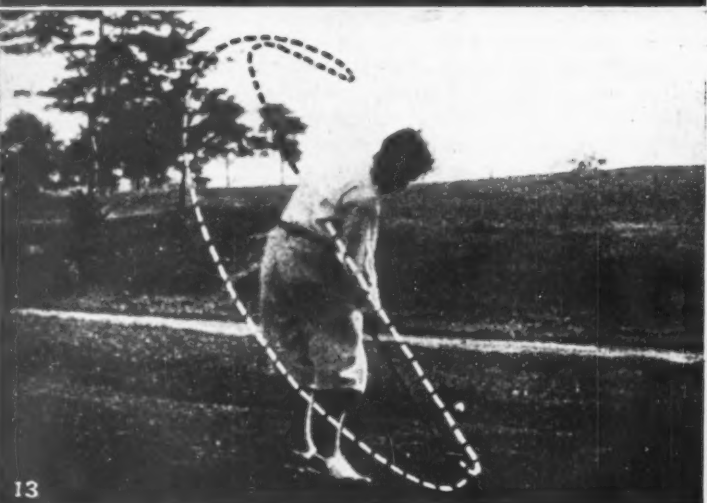
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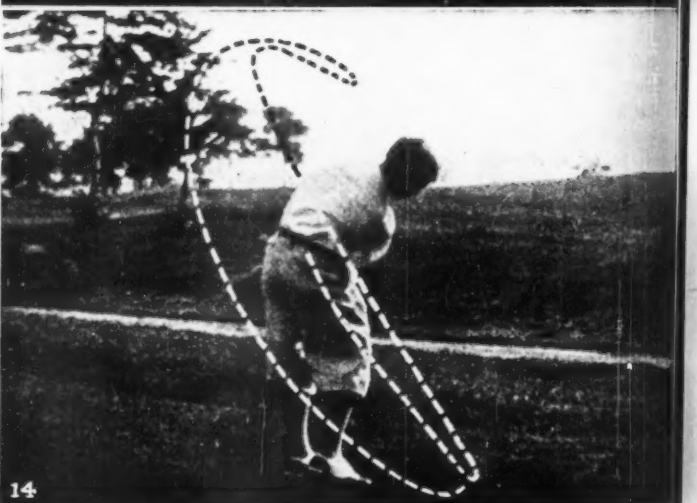
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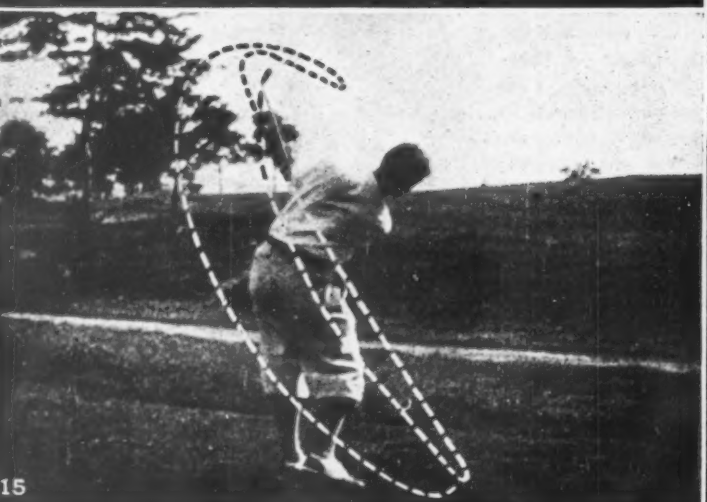
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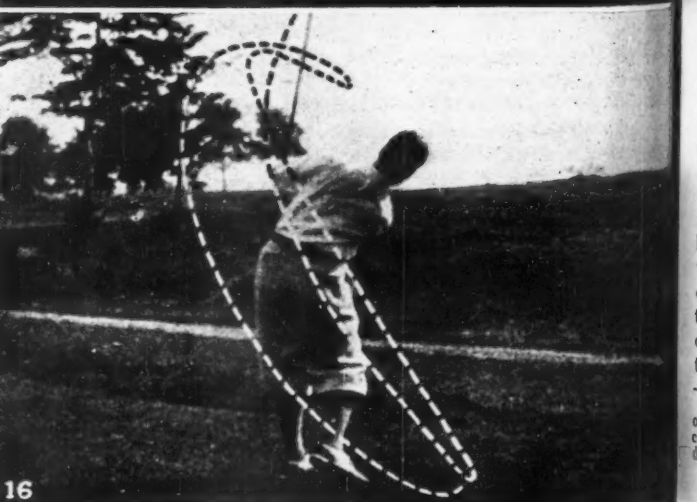
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# TEACHING GOLF

By BILL JONES

IN the April *Scholastic Coach* a series of motion picture "stills" was published, showing the complete back swing. On the opposite page, the sequel, showing the down swing and finish, is presented. Although the full swing is thus divided, by the demands of publication space, into two sections, under no circumstances let that lead you to believe that the back swing and the down swing are separate and distinct movements. They are not. The entire swing from the instant the clubhead is withdrawn from its position behind the ball until it comes to rest again at the finish over the left shoulder, is one continuous smooth flowing motion.

All good golf swings are characterized by their smoothness and absence of jerks and anything that looks like hard labor. Most uninformed golfers are amazed by the apparent ease with which the expert obtains a drive of 250 yards. Your pupils likewise probably believe that such distance is the result of the application of great physical force. You will do well to make an attempt at dissipating this idea as soon as possible. I say "make an attempt" because some golfers are never entirely convinced that beef and brawn are not essential to long hitting. Even the example of a 150 pound bookkeeper consistently outdriving a 200 pound wrestler or boxer is sometimes lost upon them. Good women golfers have no trouble driving 200 yards. How many ordinary male golfers can say the same?

## THE PRICELESS GIFT

The secret of long driving lies in timing and rhythm, not in strength. Every pupil you have possesses a sense of rhythm and timing, yet in most cases this priceless gift is submerged under an ineffectual and misdirected display of muscular energy. Urge your pupils with all the sincerity you possess to keep their swings smooth and to stay bent. The combination will ensure satisfactory distance and also accuracy, which is probably the more important. Now for the movies.

PICTURE 9—If you will compare this picture\* closely enough with that of No. 8 in the April *Scholastic Coach*, you will notice that the player's hips have started to unwind on the down swing while the arms have barely moved. Note that the arc described by the club on the down swing is inside the arc of the back swing. This is caused by the turn of the hips. The clubhead has made a slight loop at the top indicating that there is no definite break between the back swing and the down swing. This loop, however, is natural and you need not mention it to your pupils. A few years ago some instructors claimed that the pupil's first thought on the down swing should be that of getting the left heel down to the ground immediately. You will see in this series that the left heel does not reach the ground until almost the moment of impact. The first movement of the down swing is a forward turn of the hips.

\*The moving picture "stills" of Bobby Jones on the opposite page are presented through the courtesy of *Golf Illustrated*, monthly publication devoted to the game.

PICTURE 10. The hips have now unwound until they are almost parallel to the line of flight, the address position, and are starting to slide to the left. The hands are coming straight down toward the ball, but there has been no wrist movement at all. The right elbow is going down into the side of the body and the shoulders actuated by the turn of the hips are now beginning to turn.

PICTURE 11. The player's body is now in approximately the address position. Although the left heel is still off the ground, the weight is shifting to the left. Notice that his right elbow is now very close to the side. To this point there has been no effort to hit or even to swing the club. So far the entire action consists of merely getting into position to hit.

PICTURE 12. Hips still turning, but not nearly so much as before. The right elbow is now at his side and the left heel is still off the ground. From this point the right arm takes control of the swing and does the actual hitting. The hit in golf is caused by a sudden straightening of the right arm from its bent position. This action is much like that of a piston. If the right arm had been permitted to straighten on the down swing there would have been no piston-like action and consequently only an impotent push at the ball.

PICTURE 13—An excellent view of the actual hit. The right arm obviously has done the hitting. Most golfers hit at the ball. The expert hits *through* the ball, a vastly different procedure, if we may judge from results. When a player hits at the ball, the clubhead is actually losing speed at the instant of contact, with the resultant loss of power. When hitting *through* the ball, however, the clubhead is travelling at its maximum speed at impact. This hitting through causes the right shoulder to go through underneath furnishing additional power unless nullified by a failure to stay bent. Note that the right heel has been pulled off the ground by the shift of the hips which has transferred the weight to the left leg. The left hip has turned away from the line of flight permitting the right side to hit through unimpeded.

PICTURE 14—This is the follow through we hear so much about. Most golfers confuse the follow through with the finish. Following through is the act of hitting through the ball along the line of flight. Golfers who do not hit through the ball have no follow through although they may have a beautiful finish. The right shoulder is still swinging under. Note particularly that the body is still bent.

PICTURE 15—In this picture the follow through is completed but still the body remains bent. A pupil may inquire why it is necessary to stay bent here when the ball has already been hit and is well away on its flight. While it is true that nothing that can happen now will effect in the slightest degree the flight of the ball, you can tell him with all certainty that if his waist angle is changed at the follow through position, that change started well

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before impact. The clubhead travels through the 10" hitting area (5" before impact and 5" after) in the short time of something like 9/1000 of a second. Our back muscles cannot straighten to any appreciable degree in that brief fraction of a second. Therefore if your pupil is straightened at the follow through position, he started straightening before the hitting area was reached.

PICTURE 16—The finish of the three quarter swing. Even at the end of the swing, the player's body is still bent at the waist. If you will glance through this series of sixteen pictures you can see that this position was maintained through the entire swing. The finish is always a result, not a conscious action in itself. For a full swing the finish differs from the one pictured here only in the positions of the right foot and the club itself. In the full swing the right foot is poised directly on the toe and the club has lengthened its arc until it is down the back of the player.

To review briefly the points of importance that we have covered in these articles, you should instruct your pupils to:

1. Learn the half swing first.
2. Lengthen the swing only when the half swing is perfect.
3. Remain bent through the entire swing.
4. Bend the back swing and the down swing into one smooth motion.
5. Start the down swing by unwinding the hips.
6. Make no effort to hit until the down swing is half completed.
7. Hit *through* the ball.
8. Start bent, stay bent, finish bent.



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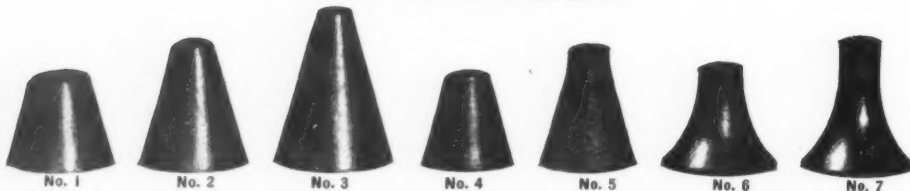
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## Broad Jump

(Concluded from page 11)

seems almost flat-footed and rise gradually. A series of 30- to 50-yard sprints should follow, after which should come the practice for the take-off.

In competition, it is best to put most of the stress on the first jump. If a foul is committed it is advisable to make the second jump a safety jump but the third should be at top speed and with greatest effort. It is essential that one warms up before each jump, jogging up and down but never taking practice leaps.

Occasional practice for height in jumping can be gained by stretching a rope across two standards at the take-off.

The most common fault of novice broad jumpers is improper approach to the take-off board. As a result, the final strides are broken and the jumper is prone to leave too far back of the mark.

When competing one should always take into consideration the condition of the weather and the material underfoot. One often can be thrown off by runway conditions. A soggy track shortens the stride and a smooth one lengthens the stride. Running against the wind will mean a shortening of the preparatory run. Running with the wind will mean the lengthening of the preparatory run.

At any rate, one must always measure the distance of the preparatory run because runways differ and weather conditions are seldom the same. Sometimes the athlete will find that the take-off board has not been inserted properly in the ground and one end of the board will be higher than the other. It is therefore wise to take off from the higher end.

Presuming that the athlete already is in good physical condition the following weekly program is suggested for the boy who works out three times a week:

**FIRST DAY**—(1) Warm up jogging. (2) Exercise upper part of body. (3) Practice short sprints, 30-50 yards. (4) Run through several take-offs. (5) Take six practice jumps for elevation.

**SECOND DAY**—(1) Warm up jogging. (2) Exercise upper part of body. (3) Practice short sprints. (4) Run through several take-offs. (5) Take six practice jumps for distance.

**THIRD DAY**—(1) Warm-up jogging. (2) Exercise upper part of body. (3) Short sprints. (4) Few short runs to the take-off. (5) Six practice jumps for distance, emphasizing elevation.



# DIET FOR THE TRACK ATHLETE

By WILLIAM I. FISHBEIN, M.D.

THE preference of any athlete for a certain sport is governed largely by what he can achieve in the sport. This ability and achievement in a sport depends, also, upon body build and physique.

The weight man is usually strong and powerful; short or tall, and stocky. The runner, on the other hand, is usually slender. The high jumper is much favored if he does not have to lift a heavy body over the bar. If he has long legs he can almost step over the bar. A short man needs a good spring to clear the crossbar when it is at a good height.

Different types of diets will therefore be needed by athletes competing in the various track and field events. In order to understand this better, consider the affect of the different types of exercises and energy that are required by them. The total energy used up by the body is made up of two factors. First, the energy used while the individual is at rest, and, second, the additional amount required by work.

The increase in energy demanded by bodily work may be enormous. Of course, it depends on the kind of work that is done. Then, too, the amount of energy used will depend on how well the muscles are trained. Undertrained and poorly developed muscles act less economically than those that are well trained. Exercises of speed, in general, require less energy than do those of strength and endurance. For example, if a person were to use up as much energy in the exercises of speed as in mountain climbing or marching or bicycling, he would have to run 450 meters in his fastest time forty-one times a day. This, of course, is an impossibility.

In other words, the individual who is engaging in track events requiring speed does not find the need for consuming large amounts of food, but rather needs little more food than the individual who engages in a normal adult life of eight hours of work, eight hours of sleep, and, perhaps, an hour a day for exercise.

Individuals who are tall and slender or who are short and slender, do not usually have an appetite for large amounts of food. Thus their physique, after a fashion, tends to regulate the amount of food that they take.

As far as the quality of the diet is concerned, it must be the same for the track athlete as for those who engage in other sports. It must be one that is well-balanced, built around milk, vegetables, fruits, cereals, butter, meat and eggs.

In the early seventies the method of training track athletes was to eliminate all fat. It was believed that this fat interfered with the wind; thus the diet used was such as to reduce the weight as much as possible. It consisted of lean meat, eggs, dry toast, and a small amount of tea, without sugar. The total amount of food given was small, and water was withheld to such a point that the athlete suffered greatly from thirst. These athletes lost weight. They became thin and constipated. What they accomplished on the track was in spite of the diet, not because of it.

Training means living hygienically and

well. It means giving attention to all those measures that improve health and avoiding those that interfere with good health.

Diet is a factor of importance, but it is not the only factor. The weight man, the man who engages in races, requiring endurance, of course, needs more food than the one who is engaging only in short dashes and sprints. As to the avoidance of various foods, here as with other forms of athletics, there are no special foods which can be stated to be especially harmful.

## A FOOD FALLACY

Often, athletes get the idea that this, that or the other food may cut the wind, and so, sugar and water, pie, cake, pastries of all sorts, and even ice cream are not eaten. There is record of a man, fifty years old who ran ten miles in 58 minutes. During the time he was in training his diet consisted of bread and butter, apple pie, cheese and tea.

Let it be borne in mind that there is nothing peculiar or distinctive about the diet the athlete requires. The same principles that govern the selection of food by the average normal person apply equally well to the athlete. There is no need for him to have a training table; there is no need for special provisions for eating. There is just one problem and that is to give the body the right amounts and the right kinds of food.

Bread and cereals furnish good sources of energy, and some protein. The sugars and fats supply the heat. Some of the fats supply vitamins A and D. Meat supplies protein for rebuilding the worn-out tissues; the fruits and vegetables supply some of the vitamins, many of the minerals, and much bulk for regulating the intestinal action. Milk, because of the many vitamins and minerals that it contains, as well as because of its good protein, is one of the most important articles of the diet for those who engage in exercises of speed and endurance. Pastries and candies are energy-producing foods, high in calories. Their chief disadvantage lies in the fact that if they are eaten in large amounts, they seem to lessen the appetite for other foods. Thus, when too much of these sweet foods is consumed, the boy fails to eat enough of the vegetables and fruits he needs.

Of course, the athlete should drink plenty of water—with his meals, between meals, before and after meals. He should avoid drinking water that is too cold, and should not use it to wash down food which is only partly chewed.

The track athlete who runs the dashes should eat as much food as he desires, but should not get up from the table with the feeling of being "stuffed." The same is true of the man who engages in the exercises of endurance.

Certainly it is not wise to eat heartily just before engaging in athletic effort. Two hours should have elapsed after eating in order to give the food opportunity to be well on its way toward digestion and absorption.

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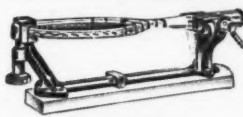
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## Comment by Olympians

(Concluded from page 8)

times an opponent knows only how to keep plunging in—in that case just hold out the straight left and whip up with the right.

"Now, so much for your arms. The next important thing is to develop your footwork. Personally, I do not think rope jumping is so good—it gets you used to a hopping exercise you do not need in boxing. A better way is to do what Tunney did. They always said, 'What fine headwork Gene used on the floor in Chicago, in the seventh round.' But the fact is that he did not use his head at all—it was too muddled for the moment. When he used his head was six months before. He cultivated the habit of going around in a circle backwards a hundred times, so that it became a subconscious exercise. When Dempsey knocked him down on the floor, his mind was hazy, but he got up and the old instinct came to his aid and helped him, through his feet, stay away from Dempsey's blows. But boxing is not only jumping backwards—you have got to jump forward once in a while and let them have it."

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## Ted Shawn

(Continued from page 9)

There was one single rhythm to the coordination of the group and the ease, grace and rhythm of the captain was something that any professional dancer could study with profit. In football, in basketball, in all competitive sports there is indeed an education of the emotions, but of only one segment of the emotions. You feel no self-consciousness in the emotional expression that is secured through sports because these are emotions which are accepted by the crowd and have the approval of convention and tradition. However, there are other emotions which are perfectly legitimate for men to express, which are not released through sport and the dance offers opportunity for this further development and expression.

In the dozens of books I have read on the subject of Physical Education recently, I find an almost unanimous recognition of the fact that dancing has the greatest cultural influence of any form of Physical Education, by means of its correlations to other forms of education; but folk dancing relates only to the very limited culture of peasant Europe. Gymnastic dancing is of hardly more cultural value than calisthenics set to music and I know of no one who would dare to maintain that tap dancing has a cultural value. Therefore, it is in the more unlimited fields of the dance, beginning with the primitive dances of war, religion and labor, and continuing through the development of the dance, up to the expression of man's highest achievements in civilization, that we must look for this real cultural value of the dance.

Another thing that young men, and particularly the athlete and the sportsman, seem to be afraid of, is the word "art," but this is due to another misconception. Art is not that which is stored up in museums. The painting and the sculpture in the art gallery have the same relation to living art as the fossil has to the living organism which produced that form. Of the many definitions of art that I have read none has satisfied me so much as that of Ouspensky, who says: "Art is the communication of ecstasy." Therefore, you can only produce art out of that about which you yourselves become ecstatic. The things that really interest you, your own native enthusiasms, provide the source material for whatever you have to say that has any value. If you communicate those enthusiasms to the other fellow so that he too becomes enthusiastic, you have in that moment become an artist—whether you use words, movements, paint or clay.

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HAROLD H. MINISTER  
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## Marquette's Peaks

(Concluded from page 6)

toward the end of the season, as his chart, the upper one on page 6, shows. He had his biggest peak before half the season was finished. While it must be remembered that his graph is the record of his formal practise free-throwing record, it correlates remarkably well with his actual game all-around performance. In other words, this particular player was playing crackerjack ball in the middle of December and he was shooting 36 free-throws before missing five. At the close of the season in March, 1932, he was throwing only 10 free throws before missing five, and playing poorly in games.

### THE FALL AND RISE, AND THE REASON

THE next season Mr. Chandler so regulated this player's practises by scrimmaging him moderately, dismissing him early, etc., that he reached his peak much later in the season, slumped, and then rose again. The slump came at mid-semester, as you notice, and was due definitely to this player's obsession with his examinations. It so happened with this particular player that his rise out of the slump dated from the time he relaxed from the strain of examinations by attending the junior prom. Mr. Chandler tells of it:

"A week before the junior prom his performance continued to decrease. It kept on going down until the night of the prom. We practised during the afternoon of the day of the prom. His performance began to improve, and each day thereafter it kept on going up until the last week found him back in first-class form."

The lower graph shows the team performance over two seasons. There was only a slight change between the personnel of the 1931-32 and the 1932-33 teams. The dotted lines in both charts record performance in the 1932-33 season when each player's practise was being regulated according to what his 1931-32 graph showed.

While they are inaccurate and experimental, Mr. Chandler's graphs afford almost endless material for study and comparison. Slumps and rises lead invariably to seeking the reasons for them.

## Prices of Sporting Goods To Rise After July First

A rise in the prices of sporting goods equipment will occur shortly after July first, Scholastic Coach has been informed on good authority. It is said that this action is in line with the expected general rise in prices that will result from controlled inflation. Orders placed now for fall delivery will be billed at the prevailing low prices.

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## Boy-Girl Conduct

(Continued from page 25)

For example, he can make the principle of fair play operate not only on the field and in the gym, but he can make it permeate all social relations including those of boy and girl. He can achieve much by personal example and by attitude. His frank and solid convictions about the values of chastity will be a bulwark for most youth under his direction. His influence is often more important than that of any one else in the school, and his responsibility is correspondingly greater. And thanks to hero worship this influence frequently extends to the intellectual and the bookworm and

the mollycoddle.

Most of the technics he can use in guiding boy-girl conduct are already familiar to him. Perhaps the most frequently used and the most effective is the casual remark he makes in passing: "I call it a rotten deal to give a girl"; or "Few boys would take it on the chin in a finer spirit." Another valuable and convincing technic is the willingness of the coach to go to the mat on any ethical issue concerning relationships of the sexes, no matter whether he can meet or not the challenges and arguments thrown at him. Many a coach has missed a great opportunity because he wasn't quite sure or feared to be rated as pious. Boys and girls respect robust ideals vigorously defended. Moreover, they de-

light in a man-to-man attitude, for they want to be regarded as grown up. And they need the chance to test out the validity of hearsay arguments on some one who won't dodge or duck. A third technic is exemplified in the race handicap—an advantage given in order to bring out the best in both competitors. The quiet and constant challenge to boys and girls to do and be their best, not from a desire to be good but from the satisfaction of making best use of the human machine, is a character stimulus of the finest sort. It is the same spur applied to sex conduct as the coach applies to races and games and competitions.

But by now it must be apparent that the coach will need the help of other teachers as much as they will need his. It is essential that the coach and others genuinely interested in these vital problems of youth should be prepared by common understanding and conference planning to face conduct situations fearlessly, conscientiously, and constructively.

The more I know of the problems faced by coaches, the more I feel that a very high type of person is needed for these tasks. It is evident that he will have to use sympathy and understanding, whatever the situation, and to be patient in follow-up. He must keep confidences and be familiar with boy-girl problems and their causes and results, though he may gain this familiarity largely through experience in guidance. For the sake of the impression he will make, he must have assurance based on useable knowledge. He will need also the ability to make ideals persuasive and practical. He will need the courage that won't be downed because some exponent of a new freedom declares continence to be outmoded and self-control a useless anachronism. And these are just the qualities of a good coach applied to this field of guiding boy-girl conduct.

Few coaches can do all the things here enumerated, for there are limits to time and ability. But I have purposely covered a wide range of possibilities in order to show how many there are to choose from.

Here lies a great opportunity, the way for which is open as never before. The attitudes of parents and educators are favorable. Youth are openly seeking guidance. And the need is urgent, for their whole happiness in love and marriage and family life is at stake.

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